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ABSTRACT

This curriculum guide provides suggested learning activities for a sequential program in composition skills for grades K-12. The composition skills discussed are listed in developmental levels, not necessarily in terms of grade levels. It is recommended that the student become familiar with basic skills before progressing to the more complex ones. The guide is organized so that the teacher can help the student to include in his writing those patterns which he already uses in his speech. The first part of the guide contains activities related to the mastery of writing sentences and the second part contains activities related to the understanding and use of basic patterns of organizing and developing ideas in writing. Each of these parts is divided into activities for levels K-3, 4-6, 7-9, and 10-12. (DI)

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ENGLISH LANGUAGE ARTS

COMPOSITION SECTION K-12

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAUS OF ELEMENTARY AND SECONDARY CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224
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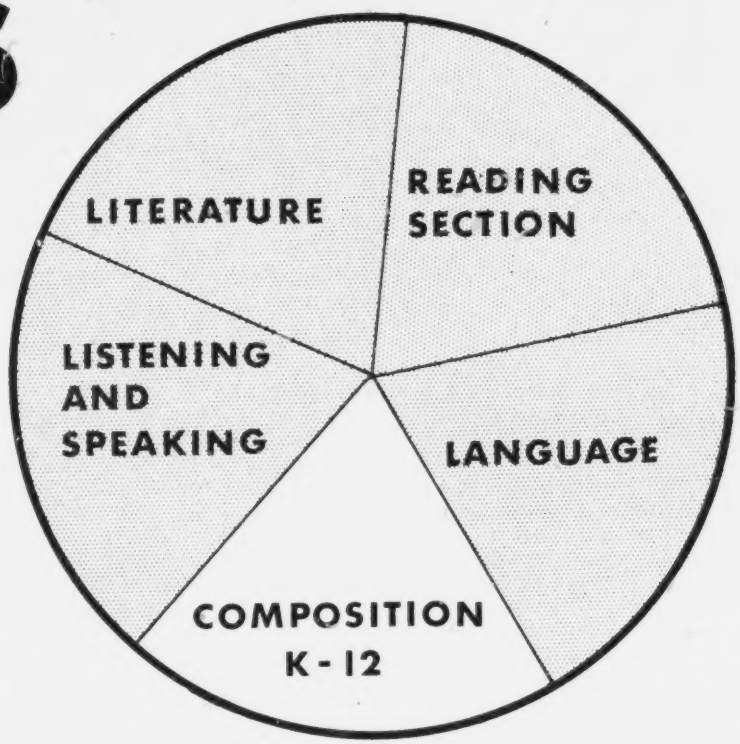

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FOREWORD

The program of instruction in English may be thought of as consisting of a number of interdependent vertical strands running from kindergarten through grade 12 and beyond. These major strands are:

Reading
Composition
Listening and Speaking
Language
Literature

Both the reading and the composition strands have gone through experimental editions. Since then, the reading strand has been revised and distributed. Now the second major strand, *Composition K-12*, is being released.

Curriculum development and especially classroom teaching should insure that learning in these five strands is integrated horizontally as well as vertically as the pupils move through the elementary and secondary grades.

Each of the five strands of the program is being prepared on a Kindergarten-through-grade-twelve basis. The dominant emphasis of the program is focused on the sequential development of working skills, K-12. While level designations are provided throughout, major emphasis is on the continuing sequential development. Students who demonstrate power in a given area should be encouraged to progress as rapidly as possible within the framework of the recommended sequence of skills. Additional reinforcement should be provided for students who require it.

The activities which are presented are purely suggestive, and it is hoped that teachers will modify and adapt them and create activities of their own in terms of the needs and interests of their classes. The skills which are suggested are not intended to be used as isolated entities, but should be integrated into the context of the ongoing program.

This section *English Language Arts: Composition K-12*, represents an overview of writing skills presented in a developmental sequence. Illustrative learning activities are suggested for the various skills. It is expected that this material will be used in conjunction with the current composition program. In preparing this overview, an attempt has been made to show how the fundamental skills lead into the more complex skills that follow.

How rapidly a child progresses in any area will depend upon a number of variable factors. It is recommended that the child become familiar with fundamental and basic skills before progressing to the more complex. The skills in this syllabus are listed in developmental levels, not necessarily in terms of grade levels. Teachers may discover a need to teach some skills that have been listed in earlier levels. In such cases, instruction should follow the general techniques suggested at the earlier level, but illustrations and examples should be drawn from materials on the child's interest level.

The teacher's personal experience and the corroborative evidence of research clearly indicate that children have already acquired the four basic sentence patterns before they enter school. Many even use the highly sophisticated language patterns of coordination and subordination. Our function then, as teachers, is not to teach children to use the various parts of speech to form sentences but rather to help them to include in their writing the patterns which they already use with varying degrees of fluency in their speech. The teacher, through reading instruction, by transcribing children's oral responses, and through experience and practice, helps children to employ those language patterns which they speak.

As children gain control of language in writing, patterns of complete predication, modification, coordination, and subordination evolve. Slowly the teacher helps the children to develop generalizations inductively.

When the children have gained competence in expressing concepts in sentences, the teacher assists them in combining these basic units into more complete organizational patterns. The teacher helps children to understand how they may combine a number of similar ideas into unified and coherent units.

The suggested activities emphasize the principle that memorization of rules and drills or contrived exercises will not develop the competencies desired. Instruction should be based primarily on the pupil's writing. The composition strand, as all strands of the syllabus, is skills oriented. However, the creative expression must not be inhibited by an over emphasis on the development of skills or limited by the child's inability to use the skills required for the expression of his creative response.

Even in the most carefully selected groups, children's competence will vary; therefore, the grade level designations are not intended to represent grade level competence nor are the activities intended as instructional units. The teacher selects those activities appropriate to the small groups or even the individual's level of achievement and develops similar activities when reinforcement is necessary, or uses those activities further along in the sequence when the child is ready.

All rules should be taught functionally. Children should be given the opportunity to discover the generalizations as a result of experience with many examples. The child will learn best what he discovers for himself.

A number of committees and consultants have worked on the revision of the English syllabus. A preliminary manuscript for the composition strand was prepared by the following team of elementary, junior, and senior high school teachers, during the summer of 1963: Dorothy L. Dunn, Dean of Women, Morton Junior College, Cicero, Illinois; Carolyn Tarbell, formerly at Oneida Junior High School, Schenectady; Elizabeth Vreeken, Curriculum Coordinator, District 23 and 24, Bronx; during the summer of 1964: James Ace, Supervisor of English, Mexico Academy and Central School, Mexico; Helen Budd, Utica Public Schools; James Fieldhouse, Ramapo Central School, Suffern; Ruth Mendes, U.F.S.D. No. 7, Town of Hempstead, Bellmore; Mary Micucci, Roscoe Conkling School, Utica; Betty A. Spadaro, Guilderland Central School, Guilderland. James Ace, under the direction of Walter V. Eddington, Chief, Bureau of English Education, prepared the experimental version for publication.

Appreciation is expressed to the following Department people whose valuable suggestions were incorporated into the final manuscript:

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PREFACE

This publication is the *Composition Section K-12* of the English Language Arts project. Composition is the second of the five major strands of the Revised Language Arts series to be published in final form. It was preceded by the *Reading Section K-12* published during the 1967-68 school year. This *Composition Section K-12* reflects the over-all recommendations of an Ad Hoc Advisory Committee that met in December 1962; those of a Professional Advisory Committee that met in March 1963; those of a team of elementary, junior high, and senior high school teachers who prepared preliminary materials in the summers of 1963 and 1964; and those of teachers in the cooperating schools of New York State who used and evaluated the experimental materials during the 1965-66 school year.

This publication is designed to assist elementary and secondary school teachers in the improvement of the teaching of composition. This section follows the same general format as used in the *Reading Section K-12*. It indicates the emphasis and the direction of the framework of the program.

The development of sequential programs of basic composition skills is necessary in the schools of New York State in order to insure the successful learning of children. It is the Department's hope that this publication will help in attaining this goal.

WALTER CREWSON

Associate Commissioner for Elementary, Secondary and Continuing Education

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COMPOSITION
THE SENTENCE
K-12

A child's first sentences are oral and, initially, he writes as he speaks. As oral patterns may differ from written patterns, the child needs to be taught patterns in writing. Therefore, he first learns to write sentences in which the choices and options are implicit in and necessary to the basic patterns.

Once the student is able to recognize and use the basic patterns of written English, he learns to expand and control them. He learns to choose words, phrases, and clauses to add meaning and emphasis to his sentences. He begins to use order, substitutions, compounding, and subordination to add clarity and variety to his written expression. He starts selecting sentences for specific purposes and develops style.

As the student gains experience in language and his needs for communicating become more complex, he grows in his ability to control language. Students will develop competence at different rates. Some will need continual reinforcement; others will move at a rapid pace with relatively little encouragement or guidance. The teacher needs to be aware of each student's stage of progress and help him to progress at his own rate. In order to meet the needs of his individual students, the teacher should be thoroughly familiar with the skills and activities at his level of responsibility, and at the preceding and following levels and adapt these as needed.

COMPOSITION
THE SENTENCE
K-3

It is in the primary grades that children first learn to express themselves in writing. At all times their freedom of expression should be encouraged. The activities and examples presented here should serve as only guidelines. Whenever possible, the teacher should base her teaching of the skills on the children's own oral expression, written work, or reading.

In the primary grades the child learns to:

Understand and use basic sentence patterns.
- Recognize a complete pattern.
- Recognize the function of nouns and verbs in basic pattern.
- Use pattern words to build sentences.
- Use phrases to build sentences.
- Distinguish between declarative and interrogative sentences.

Understand the relationship of order to meaning.
- Understand the relationship of word order to meaning.
- Understand the relationship of clause order to meaning.
- Change word order to make declarative and interrogative sentences.

Use words and phrases to expand sentence patterns.
- Expand basic patterns by using adjectives.
- Expand basic patterns by using adverbs.
- Expand basic patterns by using phrases.

Use pronouns.

Understand and use the process of compounding.
- Compound subjects and predicates.
- Combine sentence patterns by compounding.

Understand and use the process of subordination.
- Combine sentence patterns by subordination.
- Reduce basic pattern to phrases.

Develop a sense of word choice.

Composition

The Sentence

K-3

The child learns to:

UNDERSTAND AND USE BASIC SENTENCE PATTERNS

Recognize a complete pattern

Activities

Think of various things pertaining to the children within the classroom and ask questions by singing.

Example:

Who has brought a coloring book?
"I have brought a coloring book."
Who is wearing a blue dress?
"Sally is wearing a blue dress."

Occasionally, provide the children with practice in formulating complete sentences. Ask them simple questions based on their reading or experience. Lead them to express their answers in complete sentences.

Example:

Q: Where was the dog?
A: In the yard.
Complete sentence: The dog was in the yard.

Q: Who painted the picture?
A: Joan.
Complete sentence: Joan painted the picture.

Have a child relate an experience. As he tells his story, write it on a chart in complete sentences. Then have the children read the story orally.

On the chalkboard write sentences with missing parts.

Example:

_____ went home to play.
John saw _____.
Did the class _____?

Have the children suggest words which will complete the sentences.

When the children are able to write sentences using time, place, result, and cause words, provide them with incomplete sentences, preferably from their own work.

Example:

Because he did not go
Until the story ended
After the class finished the game

Have the children discuss why the groups of words need more information. Have them develop complete sentences from the incomplete ones.

Example:

Because he did not go, he did not see the animals.

Print on chart paper several stories using run-on sentences. Read these stories to the children, stressing the run-on character of each. Make it a breathless reading to emphasize the point. Then have good readers reread the story, showing by voice where each sentence begins and ends. Have the children rewrite the story, breaking it into sentences and omitting *and* when they think it preferable. Reread the children's revisions, asking the children to comment on them.

Recognize the function of nouns and verbs in basic patterns

Divide the chass into two teams. Have one team give the name of a person and the other team respond by telling what that person does. Write these on the chalkboard and lead the children to see that they are complete sentences.

Example:

Bob runs.
Mother cooks.
The teacher talks.

On the chalkboard list groups of words, such as the following:

draws a house
plays the game
the class
the teacher

At their seats the children should write a noun* or verb* to complete each sentence. Then write on the chalkboard the two labels: nouns and verbs. Have the children come to the chalkboard one at a time and list under each heading appropriate words from their sentences.

Use pattern words to build sentences

Give each child an envelope containing individual words taken from a reader.

Example:

Nouns: dog, toy, girl
Verbs: ran, broke, looked
Basic sight words: the, to, a, at

Have the children write as many different sentences as they can, using the words in the envelopes. Have the children read their own sentences and discuss whether or not each sentence is complete.

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* The teacher will wish to use formal terminology when the children are ready. The terms selected should be consistent in grades K-12.

Use phrases to build sentences

Prepare phrases or groups of words on strips of colored paper. Prepare like phrases on paper of like color.

Example:

the boy, a dog, two children (nouns - on red paper)
ran, walked, played, hurry (verbs - on blue paper)
to the store, up the hill, in the yard, playing with a ball , going to school (phrase groups - on yellow paper).

Have the children, in groups, compose four or five sentences at their desks, using the colored strips of paper.

Distinguish between declarative and interrogative sentences

Give each child a card with a large question mark on one side and a large period on the opposite side of the card. Read some declarative and interrogative sentences. After each sentence has been read, have the child hold up the side of the card with the correct punctuation mark showing.

Encourage the children to differentiate between the sentences that tell and the sentences that ask* which they encounter in their reading.

Set up a display board with pictures. Have the children discuss the pictures. Write such questions as the following on the chalkboard.

What is the girl in the picture doing?
What holiday does the picture suggest?

Read the questions, emphasizing the significance of intonation in asking questions. As the children answer a question, write the answer opposite the question on the chalkboard. Have the children read the questions and the answers.

Note: As soon as the children begin to write sentences, illustrative material should, whenever possible, be taken from their own writing.

Provide the children with a number of unpunctuated sentences, such as the following:
Is the boy here
The boy is here
Have the children punctuate the sentences and discuss why they punctuated as they did.

Have each child read part of a story silently. Then have each child write a question about his story and exchange books with his

*The terms declarative and interrogative should be introduced as soon as the child is ready for them.

neighbor. Have the neighbor find the answer, record the page number, write a sentence answer in his own words, and then return the book and answer sheet to his partner for correction.

UNDERSTAND THE RELATION OF ORDER TO MEANING

Understand the relation of word order to meaning

Distribute word lists. Have children cut them up and arrange them into telling sentences; or, present on the chalkboard scrambled sentences to be rearranged so that complete thoughts are expressed.

Example:

home ran boy The
me dog chased The

Understand the relation of clause* order to meaning

Have the children revise sentences taken from their reading and writing; instruct them to rearrange the parts without losing the meaning:

Example:

When the cereal bowl fell off the table, the boy jumped.
Wrong: When the boy jumped, the cereal bowl fell off the table.
Right: The boy jumped when the cereal bowl fell off the table.

Change word order to make declarative and interrogative sentences

Write three or four sentences on the chalkboard such as the following:

John wants to read the story.
What does John want to read?

Have the children read the sentences aloud. Ask the children which sentence is a question. Ask them how they know. Assist the children to understand that word order can tell us that a sentence is a question.

After the children have read a story, have each one write two or three questions about the story. Have the children exchange papers and revise the questions, making them into declarative sentences.

USE WORDS AND PHRASES TO EXPAND SENTENCE PATTERNS

Expand basic patterns by using adjectives**

Write on oaktag such words as: ugly, tall, purple, tinkling, soft and creaky. Write sentences on the chalkboard and have a

---

*Postpone the teaching of the term, *clause*, until at least level 4-6.

**The teacher will wish to use formal terminology when the children are ready; the terms selected should be consistent in grades K-12.

child come forward to place the oaktag in its proper position.

Example:

The _____ Empire State Building overlooks New York City.
(tall)

The _____ bell sounded in the wind.
(tinkling)

Lead the children to understand the concept of the adjective by having the children supply other words which describe the subject.

Example:

The big man gave a speech. (large, enormous)
A juicy apple was in the bowl. (sweet, delicious)

Elicit from the children a list of adjectives. Then have the children write sentences using these adjectives. The sentences may be read orally by the children and the use of the adjectives discussed.

Expand basic patterns by using adverbs

Ask the children to add a word to sentences placed on the chalkboard.

Example:

John ran _____. (how) fast, quickly
John ran _____. (when) yesterday, lately
John ran _____. (where) here, there

Have children experiment by seeing if they can place the adverb in different locations within the sentence.

Expand sentences by using phrases

At news time, have each child write one simple sentence telling what he saw or heard on the way to school.

Example:

I saw my friend's bike.
I heard a robin.

Write one of the sentences on the chalkboard. Ask the children if they can add phrases to the sentence to make the idea clearer. If necessary, provide a clue by writing a basic sight word at the end of the sentence. Write the children's suggestions on the chalkboard.

Example:

on my way to school
in a tree
under a tree

Have the children rewrite their own sentences, adding words which tell more about the event.

Discuss concepts of above, below, beside, etc. Have the children

mention items in the classroom and add phrases which locate the item discussed, such as the following:

The clock is above the door.

Then have children write sentences which tell the location of various items in their environment.

Prepare a bulletin board display of the common prepositions used by the children in their speech. Periodically, have the children add phrases to sentences by using the "basic sight words."

Example:

He went up _____.
The boy jumped into _____.
The class will go to _____on_____.

USE PRONOUNS

Write pronouns on pieces of oaktag. Using sentences on the chalkboard, have a child come forward and place the correct oaktag under its corresponding noun.

Example:

Mary and John went to the window.
(She) (He)
(They)

On the board compile with the children a list of hobbies and interests of the class. Place the name of the child after the item mentioned. Have the children write sentences:

Example:

Marvin likes science.
He likes science.

Mary collects seashells.
She collects seashells.

Reinforce the concept of the pronoun by having the children supply specific nouns for pronouns in sentences.

Example:

They will go to the zoo.
Tom and Dick will go to the zoo.

She gave him the book
The teacher gave Tom the book.

UNDERSTAND AND USE THE PROCESS OF COMPOUNDING

Have one child perform an action, such as walking to the door. Have each child write a sentence to describe the action.

Example:

John walked to the door.

Compound subjects and predicates

Have the same action repeated by another child. Have the children write another sentence.

Example:

Mary walked to the door.

Have one child read his sentences while the teacher writes them on the chalkboard as follows:

Mary walked to the door. John walked to the door.

Prepare pieces of oaktag with connectors-such as *and*, *or*, *but*-written on them. Have a child come forward and place the appropriate oaktag in a position which connects the two simple sentences.

Example:

Mary walked to the door, and John walked to the door.

Now have the same two children repeat the same action together, while the other children write a sentence which describes the action. Have the children read their sentences. Write them on the chalkboard.

Example:
Mary and John walked to the door.

As the children use the connectors, call attention to the meaning changes effected by the various connectors.

After reading a story, have the children answer such questions as: What two things did Dick learn by his experience? Have the children write simple sentence answers for each thing Dick learned.

Example:

He learned to be honest. He learned to work hard.

Have the children combine the two sentences.

Example:

He learned to be honest and to work hard.

Have the children combine simple sentence answers about the actions.

Example:

Lassie walked many miles. Lassie found her home.
Lassie walked many miles and found her home.

Combine sentence patterns by compounding

Place many different objects on a display table: pictures of fish or birds; a stone; a piece of cotton; an aquarium; a bird's nest. Have the children look at the objects and discuss the likenesses and differences.

Example:

Fish and birds are living things.
The stone and the cotton are round.

Next, have the children discuss how the sentences which show how the two things which are alike in their first sentences are also different.

Example:

Fish swim under water, but birds fly in air.
The stone is hard, but the cotton is soft.

Have the children discuss how the sentences compare or contrast. Lead them to see the differing functions of *and* and *but*. Draw attention to the use of the comma.

A class has planned for a special occasion such as a party or parental visitation. Have the children discuss the events from beginning to end. As the discussion proceeds, have each child write out complete sentences describing the occasion. When the discussion and writing are complete, have children read their sentences for sequence and detail.

Example:

Tomorrow is Parents' Day.
We shall meet them at the door.
We shall bring them to our room.
They will look at our work.
They will ask the teacher questions.
We shall show them to the door.
We shall say goodbye to them.

Have the children rewrite the sequence combining the sentences which seem to go together.

UNDERSTAND AND USE THE PROCESS OF SUBORDINATION

Combine sentence patterns by subordination*

Provide a list of words on the bulletin board, such as:

Time: when, until, after
Place: where, there
Reason: because, so that
Result: then, as a result

After the children have read a story, ask them pairs of questions, such as:

What was the last event in the story?
What happened just before the last event?

*While the term *subordination* is not introduced to the children, they actually use subordination to combine the sentence.

Write the answers on the chalkboard in the form of two simple sentences.

Example:

The children picked up the books.
The mother came home. (After)

Ask the children to use subordination to combine the two sentences by using the word in the parentheses.

Example:

After the mother came home, the children picked up the books.

Reason: Provide an opportunity for the children to discuss what they would do in an unusual circumstance, such as:

What would you do if you lost your lunch money on the way to school?

Elicit statements of proposed actions and reasons for actions and write them on the chalkboard.

Example:

I would borrow some money.
I have to eat lunch. (Because)

After the discussion, have the children write single sentences giving reasons for their solutions to the problem.

Example:

I would borrow some money, because I have to eat lunch.

For some students this might offer an opportunity for writing an entire paragraph.

Note: Draw attention to the function of punctuation when combining sentences by subordination.

Reduce basic patterns to phrases

For an important classroom occasion, have the children write an invitation. After they have discussed the necessary information, have the children decide how they will word the invitation. Write their dictated sentences on the chalkboard.

Example:

The _____grade is having a Halloween party.
It will be in our classroom.
It will be on Wednesday afternoon.
The time will be at two o'clock.

Then ask the children if the second sentence can be added to the first sentence; if the fourth sentence can be added to the third. If necessary, provide a clue by writing the basic sight words after the sentence. Lead the children to rewrite the sentences.

Example:

The _____grade is having a Halloween party in our classroom on Wednesday afternoon at 2 o'clock.

Present to the children a series of pictures of characters whose facial expressions indicate feelings of happiness, sadness, or surprise. Have the children suggest exact words or groups of words which describe the expressions, such as: laughing, crying, smiling, surprised. Then have the children write a sentence, using one of the words.

Example:

The man is surprised.
The girl is crying.

Following this, have the children describe the subjects in written sentences which use phrases.

Example:

The man's mouth is open in surprise.
Tears are coming down the girl's face.

DEVELOP A SENSE OF WORD CHOICE

Have the children select from their reading textbooks as many phrases as they can to describe the actions of a character. Have the children write sentences describing these actions in their own words.

Provide the children with four or five phrases which elicit mental pictures, such as:

blocks on the floor, soaking wet leaves, crisp lettuce, a gloomy haunted house

Then have the children write a sentence for each phrase.

Example:

George became angry when he saw the clothes thrown on the floor.

COMPOSITION
THE SENTENCE
4-6

During the intermediate grades, children continue to grow in their need and ability to write sentences. Activities for teaching sentence writing skills should grow out of their own interests. The examples presented here are meant to serve as guidelines.

It is anticipated that pupils in the intermediate grades will have attained proficiency in the skills outlined for the K-3 level. However, activities from the K-3 level should be adapted where needed to reinforce or clarify a skill. Some students at the 4-6 level may progress rapidly through the skills outlined. Activities from the 7-9 level may be adapted for these individual students.

During the intermediate grades, the pupil learns to:

Understand and use basic sentence patterns.
- Understand how sentences pattern.
- Recognize a complete sentence pattern.
- Distinguish between complete and incomplete patterns.

Understand the relationship of order to clarity and emphasis.
- Understand the position of modifiers.
- Add phrases in different positions.
- Revise run-on sentences.

Use words and phrases to expand sentence patterns.
- Add single words to basic patterns.
- Add phrases to basic patterns.
- Add phrases to combined sentences.

Understand the relation of word choice to meaning.
- Use sequence words for clarity.

Understand and use the process of compounding.
- Build compound sentences.
- Compound phrases.

Understand and use the process of subordination.
- Combine basic sentence patterns by subordination.

Develop style.
- Use variety in combining basic sentence patterns.

Composition

The Sentence

4-6

The child learns to:

Activities

UNDERSTAND AND USE BASIC SENTENCE PATTERNS

Understand how sentences pattern

Write a nonsense sentence on the chalkboard.

Example:

The zig will zag down the street.
The zigger has stomped on the zag.

Have the pupils discuss each sentence, seeing if they can tell why the pattern is, or is not a sentence. Although the child will not know what the sentence means, he is probably aware that it sounds and patterns like English.

OR

Write a sentence containing blanks on the chalkboard.

Example:

The _____will _____down the street.

The ____er has _____on the _____.

Then have the children write "meaning" sentences by supplying their own words for the "nonsense" words or blanks. List a few of the children's sentences on the blackboard.

Example:

The dog will run down the street.
The teacher has written on the chalkboard.

As children gain competency, these nonsense sentences can be varied to include other basic sentence patterns or to introduce other elements such as connectors, phrases, and clauses.

Recognize a complete sentence pattern

On the chalkboard, list subjects and predicates, such as:

only a few children
some of the teachers
hurried off to the lunch room
played games on the school lot

Lead the children to see that a basic written pattern usually needs both a subject and a predicate. Have the children then complete the incomplete patterns by writing their own subjects or predicates.

Divide the class into two teams, one to write possible subjects, the other to write possible predicates. If the children are ready, stimulate that every noun should be described by at least one adjective. Then distribute printed copies of the two lists and have the children try to match related subjects and predicates.

Example:

S

The beautiful red leaves.

P

glistened in the bright sun.

Distinguish between complete and incomplete patterns

Write on the chalkboard patterns such as:

the boy guessing the answer
the teacher was giving the answer
cooking the meal
will be cooking the meat
wishing
cooking the meat in the morning

Have the children discuss each pattern, indicating which should have capital letters and periods. Have the children use the incomplete patterns to create sentences. Use the overhead projector to evaluate the children's sentences.

Have the children distinguish between complete and incomplete patterns and develop complete sentences from incomplete patterns, such as:

After the boy finished the story,_____.
Tom opened the door when_____.

UNDERSTAND THE RELATIONSHIP OF ORDER TO CLARITY AND EMPHASIS

Understand the position of modifiers

Reinforce the concept of clarity (modification) by writing a scrambled sentence on the chalkboard, such as:

The hungrily girl ate the young cookies.

Have the children rearrange the words to make sense.

Have the children revise sentences in which the added phrases have been misplaced.

Example:

The cat in the morning from the dish will eat her milk.

Add phrases in different positions

Have the children discuss the manner in which the positioning of words they add to sentences changes meaning. Have them write the sentences in different ways, experimenting with the added parts. Draw attention to the function of the comma.

Example:

During recess, he will play with his friends in the gym.
During recess in the gym, he will play with his friends.

Revise run-on sentences

Duplicate and distribute samples of children's run-on sentences, such as:

It rained yesterday, I could not go to the ballgame.

Have the children correct the sentences in the following way.

Place a period between the two sentences.
Use a clause marker (because) to connect the two sentences.
Insert a connector between the sentences.
Insert a semicolon in place of the comma and the connector.

EXPAND BASIC SENTENCE PATTERNS

Add single words to basic patterns

On the chalkboard write basic sentence patterns, such as:

S		P
The girl	/	ate the cookies.

As the children suggest them, list in a column on the chalkboard words, such as small, hungry, young, which could describe the subject. Make a similar list of words, such as fresh, chocolate, huge, which could describe the predicate. Then have the children write one sentence using words from both columns.

Example:

The young girl ate the fresh cookies.
The big girl ate the huge cookies.

Lead the children to discover how added words supply information and change meaning. Also have the children experiment with adding words.

Example:

The _____farmer_____scolded the _____boy.

Or have the children select the most appropriate words in sentences, such as:

The (lonesome, tiny, new) puppy did not sleep in her (clean, soft, comfortable) bed.

As the activities progress, help children find examples in their reading of the qualities which they are trying to develop in their writing.

Add phrases to basic patterns

Write on the chalkboard a sentence such as:

The fando gurded the book sim the desk.

or

The man found the book _____the desk.

Have the children suggest words which may substitute for sim (or ___), such as:

in, on, under, behind, over, inside

Have the children suggest words which complete a pattern such as:

_____ the morning, the boy found the book by the desk.

Reinforce the concept by having the children select and complete other incomplete patterns from a list, such as:

_____the morning _____ the table

_____the chair _____the corner

Jump _____ the board

Write on the chalkboard patterns such as:

Cheering, he waved the flag.
Soaked to the skin, he ran home.
I saw two girls sitting.
or
Washing dishes is no fun.
She likes watching television.

Have pupils suggest substitutes for underlined words and tell what information the phrases add.

Write on the chalkboard a sentence, such as:

He wanted to buy a new bike.

Have the children suggest other words which may be substituted after the word *to*, such as:

find the game, prevent the fight, fix the kite

Have the children write out the complete sentence, placing the word *to* and the substituted words in a different place, such as:

To buy a new bike was what he wanted.

Have the children discuss their sentences. Write samples on the chalkboard, noting how the phrases add more details to the sentence.

After reading any selection, write on the chalkboard a sentence, such as:

Daniel Boone visited Kentucky.

Have the children suggest reasons why Boone went to Kentucky and rewrite the sentence. Use *to* and a verb in giving the reasons.

Daniel Boone visited Kentucky to explore new lands and to make new settlements.

Have the children build sentences by adding phrases to simple sentences. Write on the chalkboard sentences, such as:

Grass grows.
He will play.
Run!
The boys made a raft.
Jerry was home.

For each sentence have the children add phrases which provide more information by answering such questions as: who, how, when, what kind?

Example:

He will play.

How? He will play with his friends.
Where? He will play with his friends in the gym.
When? He will play with his friends in the gym during recess.

Add phrases to combined sentences

Occasionally, have the children revise sentences, adding more phrases. Write on the chalkboard a sentence, such as:

When Pinocchio told lies, his nose grew longer.

Have the children suggest more phrases by answering questions, such as: Why did he tell lies? What happened as his nose grew longer? Have the children then rewrite the sentence, adding phrases.

When Pinocchio told lies to fool Geppetto, his nose grew longer.

UNDERSTAND THE RELATION OF WORD CHOICE TO MEANING

Use sequence words for clarity

Have the children compare the different meaning of *and* and *but*. Display sequence words such as:

later, now, then, next, first, at first, second, last

Have the children rewrite the sentence, using the sequence words to improve the meaning.

Example:

At first Pinocchio was a wooden puppet, but later he turned into a real boy.

Have the children discuss how their sentences are clearer with the use of sequence words.

UNDERSTAND AND USE THE PROCESS OF COMPOUNDING

Build compound sentences

Ask the children to suggest two important incidents in a selection they have read or two related events that have recently occurred. Write the suggestions on the chalkboard in simple sentences, such as:

Pinocchio was a wooden puppet. He turned into a real boy.

Have the children combine the two simple sentences by using *and* or *but* together with appropriate punctuation.

Pinocchio was a wooden puppet, and he turned into a real boy.
Pinocchio was a wooden puppet, but he turned into a real boy.

Reinforce the concept of writing compound sentences by having the children write out sentences to questions which require compound sentence answers, such as:

What is one difference between a chair and a bed?
You sit on a chair, but you lie down on a bed.

Have the children add descriptive compound phrases to a single word, such as: walk. On the chalkboard write:

The dog will walk.

Next, ask the children to suggest where the dog might walk.

Example:

The dog will walk down the hall.
through the doorway.
out of the school.

Finally, have the children combine the added phrases and write the complete sentence.

Example:

The dog will walk down the hall, through the doorway, and out of the school.

UNDERSTAND AND USE THE PROCESS OF SUBORDINATION

Combine basic sentence patterns by subordination

Post a list of clause markers* which show complex relationships.

Examples:

Cause: since, because
result: so that, in order that
time: when, after, until, while, as soon as
condition: unless, although, if

The emphasis should be on function. Terminology may be introduced as needed.

place: where, wherever
relationship: who, whose, whom, that, which

After the children are familiar with a story, elicit simple sentence answers to questions about it.

Example:

Q: Did Water Rat enjoy traveling with Mole and Toad?
A: Rat didn't like to go on trips. He hated to leave the river bank.

Have the children combine the sentences, using one of the clause markers. Teach the appropriate punctuation.

Example:

Because he hated to leave the river bank, Rat did not like to go on trips.

Use the overhead projector to evaluate the sentences and have the children discuss how the two basic patterns have been combined.

Reinforce the skill of building subordinate ideas by having the children revise their own writing or completing various sentence patterns, such as:

Jump! (unless)
Jump, unless you want to get wet feet!

The boy will come to the party. (as soon as)
The boy will come to the party as soon as his mother gets home.

The emphasis should be on function rather than knowledge of terminology.

DEVELOP STYLE

Use variety in combining basic sentence patterns

Place on the chalkboard two sentences, such as:

The boy played hard.
The boy won the game.

Lead the children through the following steps:

Combine the two sentences using a connector.
The boy played hard, and he won the game.

Combine the two sentences without a connector, using a phrase.

The boy won the game by playing hard.

Lead the children to distinguish between the two original sentences and the new sentences which combine them in different ways. Discuss the effects of revision upon meaning.

As the children gain facility in combining basic patterns and in using phrases and clauses to expand basic patterns, have the children begin to combine patterns.

Example:

Basic Patterns

The spaceship blasted off.
The spaceship contained three astronauts.
The three astronauts were well-trained.
The three astronauts were ready for their duty.

Combined Patterns

Containing three well-trained astronauts who were ready for their duty, the spaceship blasted off.
The three well-trained astronauts were in the spaceship ready for their duty.
The spaceship blasted off.

Have the children evaluate their sentences noting the various techniques used to express the basic idea. Discuss the different styles of writing used.

COMPOSITION
THE SENTENCE
7-9

At the 7-9 level, the student further develops the skills previously taught and begins to utilize written language for specific purposes. At this level the student is introduced to use of the active and passive voice and begins to experiment with this for emphasis and strategy.

Activities from preceding levels may be adapted to the 7-9 level to reinforce or provide additional practice in the skills previously taught. Activities from the 10-12 level may be adapted for those students who master the 7-9 skills and are ready for a greater challenge.

At the 7-9 level, the student learns to:

Understand the relationship of order to clarity and emphasis.
- Understand the relationship of position to meaning.

Expand basic sentence patterns.
- Add single words to basic patterns.
- Add phrases to basic patterns.
- Add clauses to basic patterns.

Understand the process of compounding.
- Use conjunctives accurately.
- Maintain balanced structure when compounding.

Understand and use substitution.
- Understand substitution.
- Substitute clauses for other elements in the sentence.

Understand and use the process of subordination.
- Subordinate by using single words.
- Subordinate by using pairs of words.
- Subordinate by using phrases.
- Subordinate by using clauses.
- Subordinate basic sentence patterns.
- Distinguish between compounding and subordinating.

Understand and use active and passive voice.

Develop style.
- Use options in combining sentences.

The student learns to:

Activities

UNDERSTAND THE RELATIONSHIP OF ORDER TO CLARITY AND EMPHASIS

Present a sentence such as:

> Frightened by the explosion, the boy ran home which blew up the store.

Discuss this with the students, leading them to understand that this sentence is unclear because of the position of the modifying clause. Have them experiment with placing the clause in different positions, such as:

> The boy, frightened by the explosion that blew up the store, ran home.
> The boy ran home, frightened by the explosion that blew up the store.
> Frightened by the explosion that blew up the store, the boy ran home.

Discuss these with the students leading them to recognize the effect the position of the clause has on the clarity and emphasis of the sentence.

EXPAND BASIC SENTENCE PATTERNS

Add single words to basic patterns

Write on the chalkboard a sentence, such as:

> S P
> The boy ran home.
> S P
> The girl opened the box.

Have the students locate and explain the function of the subject, predicate, and complement in these sentences. Next have the students suggest single words which will describe the subject, such as enormous, small, timid. Then have the students write sentences, using one of the adjectives.

Examples:

> The small boy ran home.
> The girl opened the enormous box.

Write on the chalkboard a sentence, such as:

> The flames spread.

Have the students suggest single words which describe how the flames spread, such as quickly. Next, have the students discuss the best position for the word and write the sentence, such as:

> Quickly, the flames spread; or
> The flames spread quickly.

The student will note that the (ly word) can be used effectively in a number of positions.

Add phrases to basic patterns

Provide a list of common prepositions. Then write on the chalkboard a sentence such as:

Frightened _____, the mother set her baby down.

List under the blank prepositional phrases suggested by the students to fit the blank space.

Example:

Frightened _____, the mother set her baby down.

by the noise
with her discovery
out of her wits

Have the students experiment with writing out these sentences and with sentences of their own.

Supply the students with pairs of sentences, such as:

Relieved, the boy accepted the money.
The boy, relieved, accepted the money.
and
Talking furiously, the actress boarded the plane.
The actress boarded the plane, talking furiously.

Lead the students to discover the construction, function, and effective placement of v+ed and v+ing. Have them suggest other participles, such as weeping, shocked, having been injured, and experiment with their use in the model sentences or sentences of their own composition. Evaluate samples for effectiveness and punctuation.

Write one or two infinitives on the chalkboard. Have the students suggest other infinitives which might be used to begin a sentence.

Examples:

To win, the team shifted to a zone defense.
To escape the dog, the cat scurried under the porch.
The boy, wanting to be left alone, closed the door.

Next have the students discuss the infinitive contruction to + V and its function in the sentence. Finally, have students write sentences for to + V phrases, such as:

To eat, _____.

_____ to win the game.

During discussions of infinitives, draw attention to use of the comma.

Write on the chalkboard a sentence such as:

The deer fled.

Have the students suggest infinitive phrases which more clearly indicate how, when, where, or why the deer fled, such as:

with great speed, across the debris, at the sound, to avoid the fire.

Next, have the students write out complete sentences and experiment with phrase placement.

Have the students modify simple sentence statements made about their reading, such as:

Jody has to kill his own pet.

Have the students modify the sentence by adding phrases which refer to the novel, such as:

To show his acceptance of responsibility, Jody has to kill his own pet.

Add clauses to basic patterns

Review the clause concept begun on the previous levels by having the students develop a list of adjective clauses markers, or words which often introduce adjective clauses, such as:

who, whom, that, which, where, and when.

Write on the chalkboard a sentence, such as:

Angered by Brud's _____remark, my sister slammed the door.

Have the students speculate as to the kind of remarks Brud must have made and list these suggestions on the chalkboard.

Example:

The remarks were:
unforgivable
totally unexpected
insulting
undeserved
very hateful

Lead the students to phrase their suggestions as adjective clauses which could be inserted into the sentence to add greater detail. Draw attention to the function of punctuation in these sentences.

Example:

Angered by Brud's remarks which were totally unexpected, my sister slammed the door.

Finally have students note the difference between the impact of the addition of an adjective clause and that of adding a single-word adjective, as in:

> Angered by Brud's unexpected remarks, my sister slammed the door.

Reinforce the concept of adjective clauses by having the students write sentences based on their reading.

Example:

> The main character could not act in time.

Ask the students to add a clause which tells more about the main character.

Example:

> The main character, who was uncertain about the situation, could not act in time.

Write on the chalkboard a sentence such as:

> The skindiver battled the shark_____.

Have the pupils develop a list of adverb clause markers. List these words on the chalkboard.

Example:

> although, because, unless, until, so that, when, while

Have the students suggest clauses beginning with a clause marker which will describe the verb more clearly.

Example:

> While the crew of the boat sat helpless
> Until his lungs nearly burst

Then have the students build sentences such as:

> The skindiver battled the shark, while the crew of the boat sat helpless.
> While the crew of the boat sat helpless, the skindiver battled the shark.

Have the students experiment with original sentences.

UNDERSTAND THE PROCESS OF COMPOUNDING

Use conjunctions accurately

Have the students write pairs of simple sentences.

Examples:

The boy ran home. His friends remained behind.
The boy ran home. His friends followed him.

Have the students identify the S-P in each sentence. Next, have the students combine the sentence using and, but, or, nor.

Examples:

The boy ran home, but his friends remained behind.
The boy ran home, and his friends followed him.

Have the students discuss the use of the conjunction in combining the two sentences and the function of the comma. Have the students distinguish clearly among the conjunctions, and write their definitions and uses in their notebooks.

On the chalkboard write a compound sentence, such as:

The boy ran home, but his friends remained behind.

Then have the students suggest phrases which will modify each subject and list these in columns.

Example:

The boy	his friends
remembering his chores	wanting to watch the game
feeling hungry	ignoring him
becoming bored	knowing their parents were away

If the modifiers are of different construction, have the students change one of the modifiers to the same construction as the other. Have the students discuss why the change balances the sentence and have them write the complete sentence.

Example:

The boy	his friends
remembering his chores	who wanted to watch the game

This could become:

The boy, remembering his chores, ran home, but his friends, wanting to watch the game, remained behind.

Have the students experiment with positioning the modifiers.

Ask the students to notice what one of their classmates is doing with his hands at a particular moment. Have these observations noted on paper. Then, write on the chalkboard an incomplete sentence such as:

While the teacher was talking, the student_____.

Elicit from the students observations which might fill the blank:

Examples:

twisted bits of paper
had his hands in his pockets
was writing in a notebook
was drawing designs
rearranged his books
broke his pencil

With student help, recast some of these observations in the form of a compound predicate, drawing attention to the desirability of keeping structures parallel.

Example:

While the teacher was talking, members of the class twisted bits of paper, drew designs, rearranged books, and broke pencil points.

Lead the students to understand how adding details contributes emphasis and clarity.

On the chalkboard write sentences in which the construction of the predicate complement is un-balanced.

Example:

In July, she wants to go to the beach, lie on the sand, and wishes to learn how to swim.

Have the students read the sentences aloud, and lead them to recognize how often the ear will detect an unbalanced pattern which interferes with coherence and emphasis. Finally, have the sentences revised to achieve parallel structure.

Reinforce the parallel concept by having students write series of phrases or clauses for other sentences, such as:

He was happy to see his friends. (two or three phrases)
He was happy to see his friends playing the game and enjoying themselves.

UNDERSTAND AND USE THE PROCESS OF SUBORDINATING

Subordinate by using single words

Provide the students with pairs of sentences, such as:

The students wandered around the halls.
They were tardy.

Have the students combine the sentences by subordinating the second sentence in the subject of the first sentence, such as:

The tardy students wandered around the halls.

Have students note that the original basic pattern has not been changed. Also, lead students to discover that subordination can contribute to brevity and elimination of repetition.

Subordinate by using pairs of words

Have the students combine sets of sentences which review the skill of using connectors, such as:

The astronauts went ahead with the flight.
The astronauts were unafraid.
The astronauts were dedicated.

The unafraid and dedicated astronauts went ahead with the flight.

Have the students experiment with the results of placing the added words in different positions and compare the original sentences with the rewritten.

Note: The teacher who wishes may want to teach the phrases by by their particular labels, such as *prepositional*, *participle*, *gerundive*, and *infinitive*. Again, however, the emphasis continues to be on the understanding and use of sentence elements for clarity of writing, rather than on a knowledge of terminology.

Subordinate by using phrases

Have the students combine pairs of sentences, such as:

The boy ran to his home.
He was excited about the contest.
or
He wanted to find refuge from the storm.
or
He wanted to be alone.
Excited about the contest, the boy ran to his home.
To find refuge from the storm, the boy ran to his home.
Wanting to be alone, the boy ran to his home.

Devise a series of activities, such as the preceding which deal with phrases in the subject, for the purpose of teaching the students how to subordinate phrases in the predicate. Or the teacher may wish to have the students do alternating activities, first subject then predicate, and proceed in this manner toward the more advanced activities.

On the chalkboard write sets of sentences which lend themselves readily to subordination.

Example:

The eagle can soar for hours.
He circles high above the rocky slopes.
He scans the earth below for signs of life.
He may never beat a wing all this time.

After students have agreed upon the key sentence, develop a single sentence by compounding phrases for emphasis and clarity.

Example:

The eagle can soar for hours, circling high above the rocky slopes, scanning the earth below for signs of life, never beating a wing all this time.

Lead the students in testing the sentence for parallel structures.

Provide the students with possible topics for writing.

Example:

Students in the cafeteria line; students in the hall; a boy on his bike; a student at his desk.

Ask each student to select a topic and to write a concise basic sentence pattern about the topic, such as:

S P
The boy slumped over his desk.

Next, have the student add two or three more phrases which expand the basic pattern and make a vivid impact on the reader.

Example:

Chewing gum noisily, cracking his knuckles occasionally, the boy slumped over his desk, carelessly sorting his homework papers.

Duplicate sample sentences from the students' papers. Have the students evaluate the sentences, choosing the most effective ones and noting word choice, order, and subordinating of parallel elements.

Subordinate by using clauses

Have the students combine pairs of sentences, such as:

Tom told a story.
Tom had many interesting experiences during the summer.

Tom, who had many interesting experiences during the summer, told a story.

In each case have the students understand both the position of the clause and the signal word which introduces the clause.

Have the students combine sets of sentences, such as:

The students planned the dance.
The students had been well prepared.
The students were eager to do the work.

The students, who had been well prepared and who were eager to do the work, planned the dance.

Draw attention to the need for compounding as well as subordinating.

As students gain facility in subordinating in the subject, have them subordinate in the predicate by combining sentences, such as:

Tom told a story.
The story held our interest right up to the end.
Tom told a story which held our interest right up to the end.

Have the students combine sets of sentences, such as:

Jerry went to the game.
The game was the last of the year.
The game would settle the championship.

Have the student evaluate for clarity, emphasis, parallel construction, and appropriateness of punctuation.

Subordinate basic sentence patterns

Have the students combine complete sentence patterns, such as:

Paul was noted for his athletic ability.
Paul was not interested in school.

Although Paul was noted for his athletic ability, he was not interested in school.

Have the student experiment with subordinating the two basic patterns in different ways, such as:

Although he was not interested in school, Paul was noted for his athletic ability.
Paul was not interested in school, although he was noted for his athletic ability.

Have the students evaluate the sentences for clarity and emphasis as achieved by order and subordination.

Reinforce the use and function of adverb clause markers, such as:

even though	after	until
if	since	so that
when	because	as

Understand the value of distinguishing between compounding and subordinating

Lead the students to understand the difference between compounded patterns which show an equal emphasis on two or more ideas, and the subordinated patterns which show an emphasis on one idea. Compare pairs of sentences, such as:

The student body held a big pep rally, and the team was encouraged to do its best.
When the student body held a big pep rally, the team was encouraged to do its best.

UNDERSTAND AND USE SUBSTITUTION FOR CLARITY AND EMPHASIS

Understand substitution

Write on the chalkboard pairs of sentences such as:

The students planned the activities.
The students had been well prepared.

Lead the students to think of various ways of combining the sentences.

Example:

The students, who had been well prepared, planned the activities.
Having been well prepared, the students planned the activities.
The well-prepared students planned the activities.

At each step have the students compare the original sentences with the rewritten sentence. Also have the students compare the rewritten sentence with the previous sentence. Lead the students to understand and use the process of substitution, and to note the different meanings which occur through the changes.

The teacher may also wish to use sentences which encourage students to substitute different words in the final step, such as:

Problems which require hard work and which seem to have more than one answer often discourage people who wish to avoid thinking.

Problems requiring hard work and having more than one answer often discourage people who seek to avoid thinking.

Difficult and ambiguous problems often discourage people who seek to avoid thinking.

Substitute clauses for other elements in the sentence

Have students combine sentences, such as:

The students were not working hard enough.
This became clear when they did poorly on the exam.

That the students were not working hard enough became clear when they did poorly on the exam.

Have students become familiar with and use such clause markers as: why, how, that, whoever, and whomever which function to introduce clauses which take the place of single words.

Have the students combine pairs of sentences, such as:

Few of the students knew this.
They did not know that some of the actors were born in the same neighborhood.

Few of the students knew that some of the actors were born in the same neighborhood.

Lead the students to understand how and why the clauses function like nouns.

UNDERSTAND AND USE ACTIVE AND PASSIVE VOICE

Note: Although detailed analysis of the functions of active and passive verbs should in many instances be postponed until grades 10-12, younger students may, as the need arises, be helped to develop an awareness of their use of active and passive voice.

Pose a situation which could lead to punishment of a small boy, the doer of an action.

Example:

Mother discovering broken glass and root beer on the floor: What has been going on here?

Then have the students write the responses which the small boy might make if:

He wanted to be vague or conceal the identity of the doer of the action and thereby avoid punishment.
Boy: A bottle of root beer was knocked onto the floor.
He wanted to be direct and concise and get his punishment over with.
Boy: I knocked a bottle of root beer onto the floor.

Similar situations could be posed in which the passive voice is not used to conceal the identity of the doer of an action but is used instead to place emphasis upon the receiver of an action.

Example:

Prospective Buyer: When was the house painted?
Seller: Bell, Hastings, and Company painted the house two years ago.

or

Seller: The house was painted two years ago by Bell, Hastings, and Company.

Have the students decide which of the seller's responses:

best answers the specific question.
stresses the receiver of the action.
stresses the doer of the action.

Present for discussion pairs of sentences such as:

> The film was enjoyed by all the sophomores.
> All the sophomores enjoyed the film.

Lead the students to decide which sentence:

> is more concise.
> stresses the doer of the action.
> is more positive and direct.

Note: Expecially at the 7-9 level, emphasis should be restricted to development of an awareness of the effects of voice; there should be very little stress placed upon either knowledge of technical terminology or upon detailed, grammatical analysis.

DEVELOP STYLE

Build complex sentences

Have the students write two simple sentences, such as:

> The boy ran home.
> His friends remained behind.

Then have the students discuss how they might combine the two simple sentences by a method other than compound structure. Lead the students to use adverb clause markers noted before and have them write their suggestions, such as:

> While the boy ran home, his friends remained behind.
> Even though his friends remained, the boy ran home.
> The boy ran home while his friends remained behind.

Have the students discuss the different shades of meaning which result from using different clause markers and different subordinate clauses.

Use options in combining sentences

As students gain an understanding of substitution, have them rewrite sets of sentences which will give them a sense of style, such as:

> His face flushed. His face darkened. His brows were drawn. His brows were hard, black lines. His eyes shone out. His eyes were beneath the brows. His eyes were a steely glitter.
>
> His face flushed and darkened. His brows were drawn into two hard, black lines, while his eyes shone out beneath them with a steely glitter.
> Arthur Conan Doyle
>
> His face flushed, then darkened, as his brows drew together into two hard, black lines with two glittering, steely eyes shining out beneath them.
> A student

Duplicate samples of the students' sentences, or use the overhead projector, and have the students evaluate their sentences by comparing them with the original set and those of the professional writer. Lead the students in understanding how style is a matter of word choice and order of elements, both of which are options available to the writer.

Periodically review the substitution process by duplicating samples of student writing and having the students revise the writing for clarity and emphasis. Students will use substitution as they gain facility in subordinating, compounding, and ordering sentences in different ways.

COMPOSITION
THE SENTENCE
10-12

At the 10-12 level, the student refines his sentence writing. He becomes aware of and uses the options which operate within and between sentences. He learns to further control written language and use it for his specific purposes. If the student exhibits difficulty in using these higher level processes, activities from preceding levels may be adapted to provide additional instruction and practice in the skills previously presented.

At the 10-12 level, the student learns to:

Understand and use the processes of compounding and subordination.
- **Write increasingly effective balanced sentences.**
- **Use parallel structure.**
- **Sequentially order elements in a series for clarity and emphasis.**
- **Use correlatives for emphasis and clarity.**
- **Understand the structure and use of the loose sentence.**
- **Understand the structure and use of the periodic sentence.**

Understand and use substitution.
- **Use substitution for brevity.**
- **Use substitution for emphasis.**

Understand and use active and passive voice.

Develop style.
- **Select words and sentence forms for clarity and emphasis.**
- **Select options for sentence writing.**

The student learns to:

Activities

UNDERSTAND AND USE THE PROCESSES OF COMPOUNDING AND SUBORDINATING

Write increasingly effective balanced sentences

Provide the students with pairs of simple sentences derived from their own compositions or from novels or short stories recently studied.

Example:

Huck ran away from Pap.
Huck had many adventures.

Place the following diagram on the board and lead the students to discover that needed details can be readily added without destroying the balance of the sentence.

Huck ran away from Pap, and he had many adventures.

Lead the students to recognize that the two clauses are joined by the coordinate and that both clauses relate to Huck's activities.

Huck, with the idea of finding freedom, ran away from Pap; and he, with a friend named Jim, had many adventures.

Have the students experiment with similar pairs of sentences in devising additional ways of adding details while maintaining balanced structures. Draw the students' attention to the punctuation.

Reproduce samples and evaluate for both clarity and effective use of syntactical balance as the means of expressing equal concepts.

Use parallel structures

Select a person prominent in public life and have the students suggest several of his traits and qualities.

Example:

ruthless
appeals to young adults
stubborn
personally courageous

On the chalkboard combine them in a sentence such as:

The mayor is ruthless, appeals to young adults, stubborn, and personally courageous.

Discuss with the students the lack of parallel structure. Lead them to recognize the need to put related ideas together. Then have the students rewrite the sentence.

Example:

The mayor is stubborn and ruthless, but he is personally courageous and appeals to young adults.

Duplicate and distribute sets of sentences which, while correct in their present form, could be improved by using parallel structures.

Example:

> What we have learned for too many years must be unlearned. We must learn to tolerate and to understand other people.

We must learn also to respect other people. Have the students combine the sentences by substituting a compound sentence and a parallel structure for the original sentence, such as:

> What we have learned for too many years must be unlearned, and we must now learn to tolerate, to understand, and to respect other people.

Have the students compare the revision with the original from the point of view of clarity and emphasis.

Sequentially order elements in a series for emphasis and clarity

Provide the students with a list of phrases such as:

> complete writing by Tuesday
> publish on Friday
> to be successful
> have to lay-out the paper on Wednesday
> going to press on Thursday

Have the students combine these items in a single sentence, reorganizing phrases which lack parallelism and are out of order.

Example:

> We had to complete the writing by Tuesday, do the lay-out on Wednesday, and go to press on Thursday in order to make the paper a success on Friday.

Although there are various other ways to write the sentence, have the students evaluate their sentences for the contributions that order and parallel structure make to clarity and emphasis.

Use correlatives for emphasis and clarity

Have the students develop a list of correlatives, such as:

not ... but	not only ... but also
either ... or	neither ... nor
less ... than	more ... than
both ... and	as much ... as

Then list on the chalkboard names of famous people or well-known cities and have the students suggest nouns that describe them.

Example:

> Samuel F. B. Morse - painter - inventor
> Julius Caesar - general - statesman

Robert Frost - poet - playwright
Albany - manufacturing - seat of government - city

Next, have the students use the names, nouns, and appropriate correlatives in sentences, such as:

Samuel F. B. Morse was both a painter and an inventor.
Julius Caesar was as much a statesman as a general.
Robert Frost is regarded more as a poet than as a playwright.
Albany is less a manufacturing city than a seat of government.

Project sample sentences and lead the students to discover the the use of correlatives in developing meaning. Help the students understand the importance of position and the relationship of equal elements.

Duplicate samples of student sentences which might be revised by using correlatives, such as:

Per Hansa was a dreamer who risked his life in the pursuit of his dreams. He was also a leader who never forgot his obligations to the other members of the Dakota settlement.

Have the students suggest ways that these sentences might be revised using correlatives.

UNDERSTAND THE STRUCTURE AND USE OF THE LOOSE SENTENCE

Have the students suggest two or three closely connected events about a reading selection. Write these suggestions in a column of simple sentences on the chalkboard, such as:

Pap treated Huck cruelly.
Huck ran away.
He traveled by raft down river.

Ask the students the result of connecting the sentences by coordination. Review, briefly, balanced structure. Have the students suggest a phrase or clause which will modify the first sentence, such as:

Pap treated Huck cruelly, holding him captive in a cabin and beating him; and, as a result, Huck ran away.

Have the students evaluate their sentences at this point for clear modification and coherence in the form of connectives used to join the parts or signal steps, as with *as a result* above. Have the students continue the modification of the sentence.

Pap treated Huck cruelly, holding him captive in a cabin and beating him; and, as a result, Huck ran away, traveling on a raft down the river where he met Jim.

Review the various ways of combining related constructions into coherent sentences.

Have the students write a sentence which uses then, now and tomorrow to show temporal relationships.

> Then it was the frontier which challenged Americans giving rise to rugged individualism, and now it is the challenge of ignorance and prejudice which has opened the door to new ideas and improved human relations, but tomorrow it will be some unknown factor which will hold even more challenges for young people.

If necessary the teacher may guide the students through the process of developing words into sentences, adding phrases and clauses, and combining sentences.

Provide duplicated samples of the students' work and have the students evaluate them for conciseness, coherence, and unity. Then have the students note the various places where a sentence might have been stopped by using a period. Lead the students to understand that stopping the sentence is a matter of judgment which must be developed.

UNDERSTAND THE STRUCTURE AND THE APPROPRIATE USE OF THE PERIODIC SENTENCE

After studying a reading selection, ask the students why the main character failed or succeeded. Write these suggestions on the chalkboard in simple sentences, such as:

> Macbeth trusted the prophecies of the witches.
> Macbeth could not endure his wife's nagging.
> Macbeth's excessive ambition brought him to his death.

Have the students subordinate one of the sentences and write an appropriate main clause to complete the sentence.

Example:

> Since Macbeth trusted the prophecies of the witches, his excessive ambition brought him to his death.

Have the students discuss the cause-effect relationship between the clauses. Show that in the periodic sentence, unlike the loose sentence, the period can be placed only at the end of the sentence. Now, rewrite the sentence on the chalkboard, placing the subordinate clause last, such as:

> Macbeth's excessive ambition brought him to his death, since he trusted the prophecies of the witches.

Lead the students to understand that to withhold the main idea until the end of the sentence gives the idea greater emphasis.

Have the students evaluate periodic sentences they have written and determine whether the units are arranged in the order of importance, beginning usually with the smallest or least important item and moving toward the largest or most important unit. Help the students understand that the main idea that completes the sentence is called the climax of the periodic sentence. Have the students write periodic sentences for climax by combining clauses such as:

when the last test has been finished
when the last bell has been rung
when mornings are for sleeping
when days are for playing

Have the students write periodic sentences combining these clauses for climax.

Example:

When the last test is over and the last bell has been rung, when mornings are for sleeping and days are for playing, the student is in heaven.

Accompany the instruction in the writing of the periodic sentence with analysis of the effectiveness of periodic sentences which the student encounter in their reading of literature.

UNDERSTAND AND USE SUBSTITUTION

Use substitution for brevity

Duplicate student work which is characterized by redundancy, vacuity, and unnecessary length, or provide sentences such as:

The cat chased her tail, and she circled around madly with her mouth open and tried to bite her own tail as she traveled.

Lead the students to discover the desirability of reduction and substitution by asking questions such as:

What information appears in the first clause of the sentence?
What details are contributed by the remainder of the sentence?
How much unnecessary repetition occurs?

Have the students rewrite the sentence using substitution for brevity.

Example:

Madly, the cat chased her tail.

Use substitution for emphasis

Distribute sheets containing pairs of sentences which illustrate different forms of subordination.

Example:

If you go to the swimming pool, you may do your homework first.
You may go to the swimming pool if you do your homework first.

Although I passed the examination, I missed the first two problems.
I passed the examination although I missed the first two problems.

Calvin Coolidge, who became President, was born in Vermont.

Calvin Coolidge, born in Vermont, became President.

Have the students compare the sentences and help them to discover that in substitution the choice as to which element(s) to subordinate has a major effect on emphasis and meaning.

UNDERSTAND AND USE ACTIVE AND PASSIVE VOICE

Have the students experiment with the use of the active and passive voice for change in emphasis. Present a sentence such as:

The trip to the museum was enjoyed by all of the students.

Lead the students to recognize that here the students are passive and the sentence emphasizes the trip to the museum. Have them rewrite the sentence shifting the emphasis to the students.

Example:

All of the students enjoyed the trip to the museum.

Present a sentence with mixed voice, such as:

The sun was dropping behind the horizon, and it was time for the animals to be fed by Paul.

Have the students rewrite the sentence putting the emphasis on Paul, such as:

The sun was dropping behind the horizon and it was time for Paul to feed the animals.

Have the students experiment with sentences of their own, such as:

When the team made an appearance on the stage, the boys were given a standing ovation by the students.

Lead the students to recognize the mixed voice in the sentence. Then provide an example of awkward passive voice, such as:

When an appearance was made on the stage by the team, the boys were given a standing ovation.

Finally, lead the students to rewrite the sentence using active voice.

Example:

When the team made an appearance on the stage, the students gave the boys a standing ovation.

Have the students compare the revisions noting the different ordering of the sentences and the difference in clarity and emphasis.

DEVELOP STYLE

Select words and sentence forms for clarity and emphasis

Write on the chalkboard samples of sentences which lack precise word choice, clear phrase and clause use, or weak emphatic patterning, such as:

> Many times movies are useful in the classroom, but these movies should be compared with the original story.

Lead the students to recognize the weak compounding in the sentence. Have them revise the sentence for clarity and emphasis.

Example:

> If the movies are to be useful in the classroom, they should be compared with the original selection.

Discuss the revision, leading the students to recognize the subordinating of one pattern. Then have them rewrite the sentence using subordination and order.

> Classroom movies are most useful when they are compared with the original literary selection.

Present a sentence which contains a pretentious phrase, a redundant phrase, and a vague clause, such as:

> Many searchers after the tree of knowledge have a greater and more pressing desire to read and write than to review movies which have nothing to do with these vital skills.

Have the students use reduction and clearer coordination to improve the sentence.

Example:

> Many students have a greater desire to read and write than to review supplementary movies.

Students may also improve the sentence through subordination and reduction.

Example:

> Although movies may have supplementary value, many students have a greater desire to read and write.

Discuss the various revisions with the students leading them to recognize that precise word choice and sentence form give clarity and emphasis to the sentence.

Duplicate samples of student sentences which may be revised to show how a compound-complex sentence is constructed, such as:

> Tom had a midsemester examination session last week. He doesn't find school work so interesting now. He is looking for short cuts now.

Have the students substitute a compound sentence for the three simple sentences or write on the chalkboard a sentence such as:

> The midsemester examination last week left Tom less interested in his school work, and he is looking for short cuts this week.

Have the students discuss which form is clearer and more emphatic. The focus of attention here is on having the student understand the relation of sentence form to meaning and clarity. Now have the students rewrite the original sentence by subordinating one simple sentence to another and compounding the two sentences with the third, such as:

> Because he took a midsemester examination last week, Tom now doesn't find school as interesting, and he is looking for ways to cut corners.

Again have the students compare the sentences discussing how and why one sentence form is clearer and more emphatic than the others. Finally have the students revise the sentence again trying to achieve a different effect, such as:

> After taking his midsemester examinations last week, Tom became less interested in his school work. He is looking for short cuts this week.

Lead the students to recognize that in this last revision a complex sentence was constructed and a simple sentence set apart was given the emphasis.

Select options of sentence writing

Write on the chalkboard a student paragraph such as:

> The number of unidentified flying objects (U.F.O's) that are reported each day seems to be increasing steadily. That flying saucers and alien spaceships are investigating our planet is a feeling on the part of many people. I feel that these people are the victims of too many science-fiction stories. I don't believe in such things as flying saucers.

Lead the student to understand that, overall, the paragraph is marked by a sense of disconnectedness; the sentences do not clearly relate to each other. Ask the students to suggest specific weaknesses. List these on the chalkboard, such as:

> There is a lack of a clear subject. Are the U.F.O's increasing, or are the reports increasing?
> The paragraph has a weak passive construction.
> There is a redundancy in flying saucers and alien spaceships.
> The word choice is weak.
> The last sentence seems to be a needless repetition of the sentence preceding it.

Have the students revise the paragraph. Evaluate these revisions for word choice and the relation of sentence forms.

To lead the student toward improved control of the written language, have them revise short paragraphs and sentences periodically.

COMPOSITION
ORGANIZATION AND DEVELOPMENT
K-12

Introduction

The organization and development phase of the composition syllabus concerns itself with the student's understanding and use of the basic patterns of organization which underlie most writing. These patterns, or structures, provide the means by which the student learns to order experiences and ideas in writing. Once facility is attained in using these patterns separately, the student should begin to use combinations to express more sophisticated experiences and ideas. He also learns through the proper use of word choice, point of view, and selection of details, that these patterns and their variations may serve to suit selected purposes in his writing.

The activities which accompany the skills are illustrative of techniques for introducing and developing skills. Since the teacher best knows the abilities and interests of his students, it is expected that he will adapt the content of these activities and design other activities to suit the particular needs of his students.

COMPOSITION
ORGANIZATION AND DEVELOPMENT
K-3

The organization and development of composition skills at the primary level are an integral part of the total language arts program. Children at this level are taught the basic skills necessary for insuring success at later stages in development. It is necessary for the teacher at this level to be familiar with the material at all levels so that the program may be adapted to the particular needs of the children and of the school.

At the primary level, the child learns to:

Understand unity and coherence.
- Write topic sentences.
- Relate supporting materials to main ideas.
- Use connectors.

Understand and organize by time order.
- Use time signals.
- Write events in chronological order.

Understand and organize by cause and effect.
- Recognize cause and effect.
- Write paragraphs illustrating cause and effect.

Understand and organize by classification.
- Recognize classification as a means of organization.
- Organize via similar characteristics.

Understand and use definition.
- Recognize and use contextual definition.

Undertand and organize by comparison and contrast.
- Recognize similarities and differences.

Organize by induction and deduction.
- Draw conclusions.
- Support an understanding.

Recognize tone.
- Recognize relationships between word choice and attitude.

The child learns to:	Activities
UNDERSTAND UNITY AND COHERENCE	Have the children examine and discuss various pictures. Lead them to compose sentences which tell about the pictures. Write the sentences on chart paper and post them on the bulletin board with the pictures.
Write topic sentences	Read an unfamiliar story to the children. After general discussion of the story, help the children compose sentences which tell what the story was about. These may then be illustrated and used for a bulletin board display.
	Provide the children with a paragraph from which the topic sentence has been deleted. Have the children read the paragraph and write a sentence which expresses the main idea. Compare their sentences with the deleted one.
Relate supporting material to main ideas	Write a topic sentence such as the following on the chalkboard: Dogs make good pets. Discuss the statement with the children. Then have them draw pictures which exemplify this sentence. Help the children to decide which of the pictures relate to the main idea.
	Give children a list of sentences, such as: My favorite food is ice cream. I like ice cream on pie. I like cherry ice cream the best. Next week we are going on a picnic. My brother lost his ice cream cone. On Saturday I can't wait for the ice cream man. Have the children select from the list, only those sentences which they would put in a paragraph entitled "My Favorite Food." Next, have the children write the title and use the selected sentences to write a paragraph. Project samples on a screen, or provide duplicate samples. Lead the children to understand the skill of writing about one main idea. Provide the children with paragraphs containing one or two sentences which are unrelated to the main idea. Have the children cross out the unrelated sentences. Have them discuss their reasons for eliminating these sentences.
Use linking expressions	Above a short paragraph, list linking expressions such as: *then, finally, as a result.* Have the children rewrite the paragraph using appropriate connectors. Example: Jane wanted to make a cake. Her mother helped her. They followed the directions carefully. The cake tasted good.

Jane wanted to make a cake. Her mother helped her. They followed the directions carefully. As a result, the cake tasted good.

Lead the children to understand how these linking expressions help the sentences "stick together."

UNDERSTAND AND ORGANIZE BY TIME ORDER

Use time signals

Review a familiar story with the children. List on the chalkboard, in sentence form, incidents from the story as they are mentioned by the children. Then, write time signals such as first, next, later, and finally on oaktag cards. Have the children match the cards to the list of events. Lead them to understand how the time signals help us to understand the story.

After a heavy snowfall have the children discuss how a snowman can be made. Have them list the steps. Review each child's list and have him number the steps in the correct order. Then have the children write paragraphs using time signals, such as: later, now, then, next, first, at first, second, last.

Write events in chronological order

Read to the children a particularly vivid story which is developed chronologically. Write the title on the chalkboard. Then assist the children in listing the specific events of the story in the order in which they took place.

Show a picture such as a child being left behind by the school bus. Discuss the picture, by asking questions: What has happened to the child? Why do you think he missed the bus? Help the children select and arrange the ideas in chronological order Younger children might write the story as an experience chart.

In the middle of a sheet of paper, have the children write a sentence such as:

The toy soldiers began to march toward the block castle.

Have the children write two or three sentences which tell what happened before the given sentence. Then have the children write two or three sentences which tell what happened after the given sentence. Ask the children to write a one-sentence title for their stories. Now have the children write their stories in paragraph form using connectors and time signals.

Display or project a set of pictures showing the metamorphosis of a butterfly or seasonal changes in the leaves of trees. Next, help the group develop a one sentence caption for the set of pictures. Then have the children write three-to-five sentence paragraphs describing the sequence of change.

Tell, or have a child tell, the class a story which leads up to

but does not include an ending. Tape the story as it is being told. Then have the children suggest endings for the story. Write their suggestions on the chalkboard. Play the tape recording and have the children listen for specific causes in the story which lead to a particular result. Have them decide which of the suggested endings would therefore be best. Tape this ending onto the story.

UNDERSTAND AND ORGANIZE BY CAUSE AND EFFECT

Recognize cause and effect

Provide the children with unordered sentences, such as:

The snow was very deep.
The car got stuck.
The snowplow had not yet cleared our street.
Father drove the car out of the driveway.

Have the children rearrange the sentences in a more effective order. Lead the children to understand the cause-and-effect patterns involved. Then direct them to write the paragraph using appropriate connectors.

Provide pairs of pictures which show before and after, or cause-and-effect themes, such as:

A picture of a child standing near a puddle; a picture of a second child splashed with muddy water.

Then have the children match the cause picture with the effect picture. Assist the children to write sentences which explain what might have happened between the first and last pictures.

Write paragraphs illustrating cause and effect

After the children have read and discussed a story which has a cause-and-effect pattern, ask them to think of a time when they, like the main character in the story, felt happy, excited, or afraid. Have them write at the bottom of their paper a sentence telling how they felt. Then ask them to list above it the events which caused this feeling and explain why they felt as they did. Have them write a paragraph using this list and final sentence.

Write a list of titles such as the following on the chalkboard:

The Tree Died
The Subways Stopped Running
The River Overflowed

Have the children write paragraphs explaining the cause of these events.

UNDERSTAND AND ORGANIZE BY CLASSIFICATION

Recognize classification as a method of organization

Cut oaktag into the patterns of a circle, a square, a triangle, and a rectangle. Prepare a display on the bulletin board. Next, ask the children to suggest objects in the classroom which are similar in shape to each of the oaktag figures, such as, the clock, a table top, a block, a musical instrument. Then have the children bring to class pictures of objects which are shaped like the oaktag figures. Tack these pictures under the oaktag figures. When a number of pictures has been accumulated, have the children group the pictures by subgroups, such as color, value, and function.

Provide a scrambled list of words or sentences.

Example:

pony, horse, mouse, elephant, cat

There are many animals. My beagle is named Ginger. Some are dogs. Some dogs are beagles.

Have the children rewrite these in the most effective order, such as big to small, general to specific.

Organize via similar characteristics

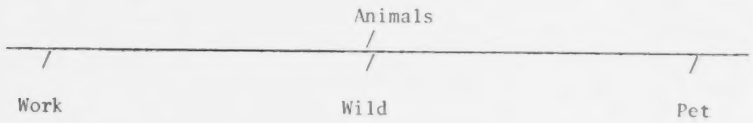
Write on the chalkboard an uncategorized list of animals such as: dogs, elephants, canaries, grasshoppers, cows, whales, guppies, hamsters, salmons, wasps, bears.

Then write a list of characteristics or qualities that may be attributed to various of these, such as: eat meat, swim, fly, make good pets, are wild animals, run fast. Have the children write sentences grouping the animals according to the characteristics and qualities suggested.

Example:

Dogs and bears eat meat.

Write the general topic *Animals* on the blackboard and divide the class into three groups. Provide each group with a subtopic such as *Work Animals*, *Wild Animals*, and *Pets*. Have each group use pictures or reference materials to develop a list of specific animals that fit the assigned subtopic. Then provide each child with a classification diagram.



Project the three lists and have the children write the names of specific animals under the appropriate headings. Lead children to discover that a word such as horse can be classified in more than one way. Following this, the children may be asked to record their findings in paragraph form.

UNDERSTAND AND USE DEFINITION

Recognize and use context definition

Write on the chalkboard sentences containing context definitions, such as:

There were many books in the *library*.
The *blacksmith* was hard at work making horseshoes.
The horse *trotted* alongside the moving car.

Ask the children if they can tell what the underlined word in each sentence means. Lead them to recognize that we can tell what these words mean because of the other information in the sentence.

Then, write on the chalkboard a list of familiar words, such as train, forest, king, and sled. Ask the children to use each of these words in a sentence defining them through "context."

UNDERSTAND AND ORGANIZE BY COMPARISON AND CONTRAST

Recognize similarities and differences

Read two poems, one about summer and the other about winter. Discuss the differences between summer and winter. Have the children find pictures of these seasons, and point out the similarities and differences. Lead the children to compare sentences which illustrate these similarities and differences. Write their sentences on chart paper and post them on the bulletin board with the pictures.

On the chalkboard list in two columns the children's reactions to questions such as:

What do you do on sunny days?
What do you do on rainy days?

Then have the children decide on a topic sentence and write a paragraph using two or three details from each column.

Have the children select two subjects which are similar, such as: a *lighted candle* and *an electric bulb*. Lead the children to see such differences as material, output, and source of light. Then have the children suggest such similarities as appearance and function. Finally, have the children write paragraphs following these general directions.

Decide upon a specific topic
Begin the paragraph with a sentence that tells how the two subjects are alike or different
Write two or three sentences about each subject
Decide on a title

ORGANIZE BY INDUCTION AND DEDUCTION

Draw conclusions

Have one child tell about his favorite television character without mentioning the character's name. Lead them to understand how they were able to guess the name by thinking of all the details. If a character is not identified, ask the children why they could not guess the name. Lead them to understand that a lack of details means that there is not enough information to make it possible to discover the name.

Have the children write or say riddles for which other children write one-word titles. After the children have written their riddles, duplicate samples and distribute them. Assist the children to find titles. Lead them to understand how the title is a word which stands for all of the details in the riddle.

Have each child show a picture of something which he feels another child would like to own. Have the children pretend that they are going to sell the object in the picture to someone in the class.

Have the children list the details which are important because they might make other children want to buy the object. Then have the children write a paragraph following these general directions.

Begin with one sentence which tells what the object is.
Write sentences using the list of details.
Write a last sentence which suggests why another child would like to own the object.

Support an understanding

Write on the chalkboard a very general statement of a topic, such as:

There are many interesting things around us.

Lead the children in listing the interesting things they see around them.

Examples:

Bats
Freight trains

Then have the children choose one subject. Elicit phrases suggesting specific qualities of the subject and write these on the chalkboard.

Example:

Freight trains:
- Contents of the cars
- Destinations
- Colors and shapes of cars
- Railroads represented

Help children to understand that the topic is general, the subjects are less general, and the qualities of each subject are specific. Finally, have each child choose a subject, list some of its qualities, and write a paragraph following these general directions.

Begin with a statement of the topic.
Indicate the subject.
Use details to describe the subject.

RECOGNIZE TONE

Recognize relationship between word choice and attitude

Display two pictures of such things as spinach and ice cream. Ask children to supply words which express their attitudes toward each thing.

Example:

Spinach	Ice Cream
hate it	like it
avoid it	hunt for it
slimy	creamy
sour	sweet

Help the children to understand how the choice of words can

reveal one's attitude towards the subject.

Have the children choose a topic to write about, such as automobiles. Ask them to write a paragraph that shows a positive attitude toward the subject. Then ask them to write a paragraph that reflects a negative attitude. Discuss with them the technique they used to convey these opposing views.

COMPOSITION
ORGANIZATION AND DEVELOPMENT
4-6

The composition skills presented at the intermediate level are designed to extend the learnings covered in the primary section of this strand. The activities in this strand have been arbitrarily placed at this level. The individual classroom teacher should use these activities and the stated skills merely as suggestions. The needs expressed by the children in the classroom must be considered of primary importance and all materials must be adapted to meet these needs.

At the intermediate level, the child learns to:

Understand unity and coherence.
- Develop topic sentences.
- Use linking expressions.
- Develop coherence through ordering.

Understand and organize by time order.
- Use time signals.
- Organize by time order.

Understand and organize by cause and effect.
- Understand relationship between cause and effect.
- Develop cause and effect in writing.

Understand and organize by classification.
- Identify sub-classes.
- Use classification as a means of organization in writing.

Understand and use definition.
- Use context definitions.
- Use contrast in context definitions.

Understand and organize by comparison and contrast.
- Compare similar items.
- Contrast similar items.

Organize by induction and deduction.
- Build generalizations.
- Support generalizations.

Understand tone.
- Recognize point of view.

The child learns to:	Activities
UNDERSTAND UNITY AND COHERENCE **Develop topic sentences**	Have the pupils choose a subject they know well, perhaps a hobby, and write this as a title on the top of their papers. Then have them list some of the things they know about this subject. Next, ask them to compose a sentence which would be general enough to encompass most of these facts, such as: Stamp collecting can be fun and educational. Discuss these sentences with the pupils eliciting the fact that such statements present the theme of the subject. Have the children revise scrambled paragraphs which contain irrelevant sentences, such as: Baby opossums are unusual animals. The young are smaller than honey bees. The young are born. The young somehow are able to get into their mother's pouch. They depend on their mother for protection. My mother has an opossum fur coat. Have the children read the passage, underline the main idea (topic) sentence, and cross out any sentence not directly related to the main idea of the passage. Then, have the children rewrite the passage combining the sentences and relating them to the topic sentence.
Use linking expressions	Provide the children with a paragraph written with simple sentence patterns. On the chalkboard, list possible linking expressions such as: now, as a result, finally, then, next. Have the children rewrite the paragraph using the listed expressions to link phrases and clauses. Project samples on a screen or write them on the chalkboard. Have the children compare the samples with the original, and lead them to recognize how and why linking words can make a passage clearer.
Develop coherence through order	Provide the children with a sample of related but unarranged sentences, such as: Everyone came all dressed up. Jane's mother judged the costumes. Mary won a prize. Jane had a costume party. They came dressed as clowns, witches, monsters, and animals. When it came time for the judging, everyone marched around the room. She thought Mary's costume was the best. Have the children number the sentences as they think they should be arranged. Discuss the best order. Then, have the children rewrite the story combining any sentences which seem to belong together.
UNDERSTAND AND ORGANIZE BY TIME ORDER **Use time signals**	Write on the chalkboard such time signals as <u>first</u>, <u>next</u>, <u>later</u>, <u>after</u>, and <u>finally</u>. Ask the children to write a paragraph in

which they use each one of these words.

Organize by time order

Project an appropriate comic strip on a screen. Have the children discuss the time order of the comic strip by telling what happens in each frame.

Have each child read a comic strip he has brought into class. Ask the children to list the details which happened in each frame of their comic strip. Next, have them write out one or two sentences describing the events of each frame. Then have them write a paragraph telling what happens in the entire comic strip.

Have the children discuss their observation of a scientific experiment. Then have the children list the steps in the experiment.

Example:

Secure a varnish or maple syrup can.
Boil a small amount of water in the open can for a few minutes.
Remove the can from the heat and seal it tightly with a cap.
Let the can cool.
Watch the atmospheric pressure crush the can.

Finally, have the children select a title and write a paragraph describing this experiment.

UNDERSTAND AND ORGANIZE BY CAUSE AND EFFECT

Understand the relationship between cause and effect

After the children have read a selection which clearly shows cause-and-effect relationships, ask the children a question, such as: What happened at the end of the selection? Through discussion lead the children to a full understanding of what happened. Now have the children suggest the causes which explain why the event happened. List these on the chalkboard in order of occurrence. Have the children write a paragraph in which they use the listed cuases to explain, in their own words, why the event happened.

Develop cause and effect

On the chalkboard write sentences, such as:

I was sent to bed early.
The cat scampered up the tree.
I became quite frightened.
The car hit the tree.
The man chased the boy.

Then have each child select a sentence and write it at the bottom of a piece of paper. Have the children think of a story which might tell why the events in the sentence happened. Have the children list the details of their stories and then arrange their details in time order. Finally have the children write compositions in which they develop their list of details to explain how the events happened.

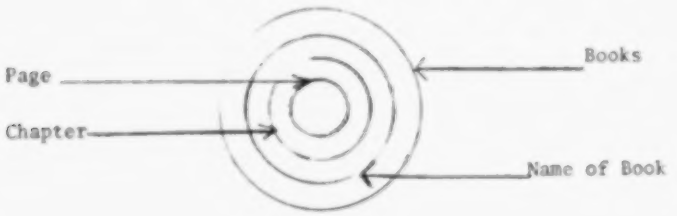
UNDERSTAND AND ORGANIZE BY CLASSIFICATION

Identify sub-classes

Draw a circle on the chalkboard and provide a label such as books. Assist the children in finding subtopics by asking a question, such as:

> If the large circle stands for books, what might the next smaller circle represent?

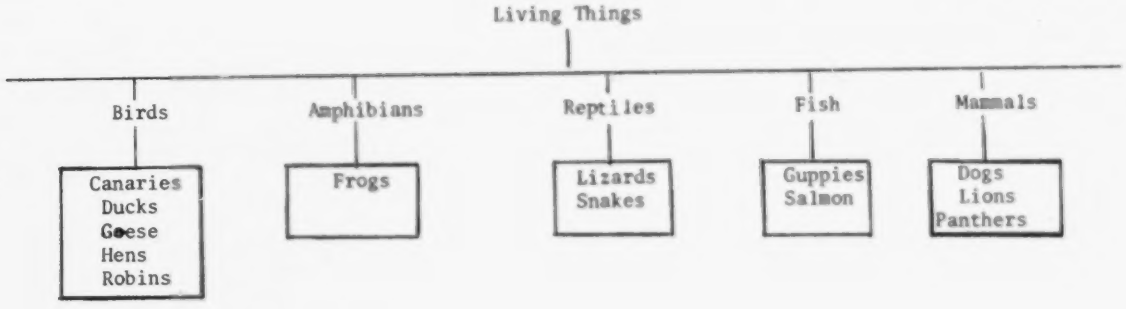
Continue this line of questioning until the children have located specific subclasses within the largest circle.



Lead the children to understand how the general term includes related but less general terms.

List on the chalkboard, in alphabetical order the children's suggestions of a variety of living things such as: canaries, dogs, ducks, frogs, geese, guppies, hens, lions, lizards, panthers, robins, salmon, snakes. Then list categories into which these living things could be grouped: amphibians, birds, fish, mammals. reptiles.

Provide the children with duplicated diagrams. Have them write the main title, the main subdivisions, and the specific names at the appropriate locations. Then project samples on a screen and help the children to correct their papers.



Use classification as a means of organization

Provide the children with a topic, such as motor vehicles. Have the children write out one sentence in which they make a statement about motor vehicles, such as:

> Motor vehicles can be helpful.

Have the children think of a particular motor vehicle which fits the statement. Then have them list details which they think show how the vehicle fits the statement. Have the children write a paragraph, using the topic as a title, their own statement as an opening, and the details to further explain the opening statement.

UNDERSTAND AND USE DEFINITION

Use context definitions

Review the concept of defining words in context by writing sentences such as the following on the board.

> The shepherd took his sheep to a new pasture.
> The old man whittled the stick into a toy boat.
> The man translated the speech from English into Spanish.

Ask the children to identify the particular word or words in each sentence which help to define the word being considered. Then provide the children with a list of words. Have them look up each word in the dictionary and write a brief definition. Finally, ask the children to write sentences using the word in such a way that others will know its meaning.

Use contrast definitions

Introduce the concept of defining with contrasting context by writing sentences such as the following on the board.

> Although the meal was delicious, the dessert was inedible.
> After the storm passed and the wind stopped blowing, the lake once again looked placid.

After a discussion of these sentences, provide the pupils with a list of words and ask them to write a word or phrase for each which either contrasts or is an opposite of the given word. From this list, sentences may be constructed which use contrasting context.

UNDERSTAND AND ORGANIZE BY COMPARISON AND CONTRAST

Compare similar items

Have the children examine pictures of Washington's home at Mount Vernon and Jefferson's home at Monticello. Have the children suggest descriptive details about each home. List these details on the chalkboard. Then, assist the children in grouping the details under larger headings, such as: size, style, setting, surroundings, age, unusual features.

Have the children write at the top of their papers a general title such as: The Homes of Two Presidents.

Under the title, have the children write a sentence stating a point of comparison, such as: Washington's home and Jefferson's home have beautiful settings. Finally have the children use the list of details to develop a paragraph which makes specific comparison.

Contrast similar items

Assist the children in composing a main idea sentence which shows how the characters and events in any two stories are different, such as:

> The two stories show how two children of the same age lived different lives.

Under the main idea sentence, have the children write the name of the main character in each story. Assist the children in listing the essential details which show how the subjects were different. Have the children write an appropriate title, such as: Children in Other Lands. Then have them write the main idea sentence and part of a paragraph on the first story. Help the children to choose effective linking words and expressions, such as: also, similar to, unlike, in addition to. Then have the children write the rest of the paragraph with the details from the second story.

ORGANIZE BY INDUCTION AND EDUCATION

Build generalizations

Guide the children to state a feeling or an impression in one word, such as dreary, happy, ragged or furious. Write the word on the chalkboard and assist the children to list nouns, adjectives, verbs and phrases which build this feeling or impression. Discuss with the children the manner in which these details establish a generalization. Have the children write a paragraph using the original word as a title and the items listed as the basis for the paragraph.

Ask the children to choose a country or geographical area they have studied and to list facts about that region. Then have them write a paragraph or paper choosing from their list of facts those details which will convince the reader that this would or would not be a good place to live. Lead the children to realize that the details they use in their papers build a generalization.

Support generalizations

Assist the children to recognize how general statements about things may refer to a number of specific illustrations. Based on the children's interests and the materials, write on the chalkboard a sentence, such as:

> Hobbies are fun.

Then have the children suggest several specific hobbies which they enjoy.

Example:

> Tropical fish
> Dolls
> Model cars

Have children choose one and supply details which explain why they like it. Then have each pupil develop a paragraph using details to show why he likes that particular hobby.

Support generalizations

Review and reinforce the skill of organization and development by deductive patterns. Assist children to recognize the general-to-specific pattern in a simple problem. Provide the children with a general idea (generalization) by writing on the chalkboard a sentence, such as:

Television heroes always win.

Then review the concept of a general idea by assisting the children to suggest the names of television heroes that seem to fit the general statement. Write these names on the chalkboard and lead the children to understand that the broad statement covers many specific characters and situations.

Next, have each child decide whether or not he agrees with the sentence by thinking of a specific television hero that fits the sentence. Have the children write a sentence at the bottom of a sheet of paper, indicating the specific subject and their own conclusions, such as:

Mighty Mouse always wins.

Have the children list details which explain why they believe their conclusion is correct. Now have the children arrange their details in the most effective order and write a paragraph which begins with the general statement, is developed with the details, and closes with the specific conclusions already written at the bottom of their papers.

Project samples on the screen, or duplicate samples, and lead the children to understand that the first sentence might be re-written more accurately by adding a word such as some.

After the children have read a chapter in a longer story in which the main character seems to be caught in an inescapable situation, ask the children if they believe the main character will escape or solve his problem. Have each child write down his own belief as to whether or not the main character will escape.

Now have the children write in complete sentences why they believe the main character will or will not escape or solve the problem. Assist the children to arrange their sentences by asking them questions, such as: Are your sentences arranged so that they show clearly, step by step, why the main character can or cannot escape or solve his problem?

Have the children write a paragraph which begins with a general statement provided by the teacher, such as: Some main characters can solve their problems, or can escape. Some main characters cannot solve their problems, or cannot escape. Have the children write paragraphs to develop a step-by-step explanation of the general statement they select.

UNDERSTAND TONE

Recognize point of view

Read an appropriate animal story to the children. Assist the children in discovering how the animal felt at particular times in the story. Next have the children suggest kinds of animals they would like to be. Have each child think of the place where each animal lives and the kinds of things one might expect the animal to do. Finally, have each child select an animal and write a story from the point of view of that animal. Later,

duplicate samples of the stories and assist the children in understanding the relationship between word choice and point of view.

Have the pupils suggest minor mishaps they have personally encountered.

Examples:

A minor bicycle accident
Failure to come home on time
Results of a sudden shower

Discuss one such incident from two points of view: that of an angry or disappointed parent and that of an apprehensive child. List on the chalkboard some of the words the parent would choose to describe the episode and some of the words the child would probably use. Next, have each child select a topic, decide on either the parent's or the child's point of view, and, then, choosing his words carefully, write an account of the mishap.

COMPOSITION
ORGANIZATION AND DEVELOPMENT
7-9

The activities presented for grades 7-9 are based upon those presented at the K-6 level. If a student has not attained the competence necessary for effective learning at this level, additional instruction should be given at the appropriate level.

At the junior high level, the student learns to:

Develop unity and coherence.
- Use transitional devices.
- Unify ideas.

Organize by time order.
- Use time order effectively.

Organize by cause and effect.
- Determine results through causes.
- Use cause and effect to develop an idea.

Organize by classification.
- Use classification to develop an idea.

Use definitions.
- Develop logical definitions.
- Develop imaginative definitions.

Organize by comparison and contrast.
- Use comparison and contrast to develop an idea.

Organize by induction and deduction.
- Organize by induction.
- Organize by deduction.

Understand tone.
- Recognize point of view.
- Write from different points of view.
- Write for tone.

The student learns to:

DEVELOP UNITY AND COHERENCE

Use transitional devices

Activities

Provide the students with sample paragraphs from which transitional devices have been deleted. Have the students rewrite the paragraphs, supplying transition devices, such as pronoun references and connectors. Have the students compare their revisions with the original paragraphs and lead the students to understand the importance of these devices in developing coherence.

Unify ideas

Provide the students with a series of sentences whose logical arrangement requires skills in organizing, such as:

> I think that more young people should try the best sea food - lobster.
> It might be more expensive than steak, but it's worth the price.
> If it's burned, I can't eat it at all.
> Some people say it's too messy to eat.
> I think that's part of the fun.
> The tender, succulent meat is fit for a king.
> It's lobster.
> I prefer my steak well done.
> When I go to a restaurant, there is no question in my mind about what I will order.

Have the students organize the sentences in the most effective order omitting irrelevant sentences. Then have them put the sentences into a paragraph. Next have the students compare their paragraphs. Lead them to recognize that the sentences each chose to use depended upon his choice of beginning sentence and that the order he put these sentences gave coherence to the paragraph.

Present the pupils with a broad, undefined topic. Elicit as many and as varied ideas on the topic as possible. Then have them write a paragraph selecting from the ideas mentioned those which will combine to develop one main idea.

ORGANIZE BY TIME ORDER

Use time order effectively

Have the students rearrange a scrambled time sequence, such as:

> They entered the space capsule and fastened their seat belts.
> They were counted down.
> They boarded the van and were driven to the launch pad.
> The two astronauts suited up.
> They checked the instrument panel.
> They rocketed into space.
> They rose to 460 feet in the elevator.
> They entered the elevator.

Have the students arrange the sequence into a coherent time order by numbering the sentences. Then have them write the paragraph using time words such as *first*, *after*, *then*, *next*, *when*, *while*, and *finally*. Encourage the students to use subordination and compounding for clarity and emphasis.

Provide the students with an unordered list of facts from a short newspaper article. Have them write a paragraph using these facts. Compare their paragraphs with the original article and have the students evaluate these for use of time order and tone. Have the pupils read a selection which is organized by time sequence. Have them list the specific events which lead up to and foreshadow the turning point. Discuss these with the pupils, eliciting the way the author used these to prepare his reader for the turning point. Then have the pupils think of a memorable experience in their own lives and list in order of occurrence the specific events leading up to a turning point in that experience. Have them develop this list of details into a paper following these general directions:

> Provide a setting so that your reader knows when the experience takes place.
> Write each detail so that it leads to the next.
> Conclude your paper shortly after the turning point.

Have the students determine a problem, such as overcoming doubt, to serve as the basis of a story. Then have them write a narrative in which they develop this idea in a time sequence. Remind them to establish a setting to state the problem directly or indirectly, and to develop the narrative through a series of related incidents.

ORGANIZE BY CAUSE AND EFFECT

Determine results through causes

Show an appropriate picture which will stimulate the students' imaginations and which leads itself to cause and effect thinking. Have the students study the picture and then list possible causes which led to the result. Finally, have the students write a paragraph following these general directions:

> State the main idea.
> Develop the cause or causes so that they lead toward the result.
> Close with the result.

Duplicate and distribute samples of the paragraphs and have the students evaluate them for organization of causes in terms of the stated result.

Have the students read an appropriate story from which the ending has been deleted. Have the students identify the problems in the story and suggest the possible outcomes. Then have them write an ending to the story. Encourage the students to maintain the same tone as that of the original story. Distribute samples of their endings and have the students evaluate these for the one which most clearly and effectively satisfies the requirements of the original story.

Have the pupils read a selection which presents a clear and understandable climax. After they have finished reading ask a question, such as: What is the climactic incident? Have the pupils write their answers at the bottom of their papers. Next ask the pupils

a question, such as: What were the specific incidents leading to the climactic episode? Have the pupils list as many causes as they can. Then have them write a paragraph, following these general directions:

> Write an effective opening, stating the problem: the main idea of your paper. Develop each of the causes as an explanation of the result or climax. Conclude with the result as a consistent outcome of the causes presented.

Evaluate the paragraphs, distributing duplicated samples or using the overhead projector. Have the pupils note that the paragraph should deal with one main idea and the causes presented should adequately explain the result. Show that in a paragraph with coherence, linking expressions are used to tie the parts together.

Lead the students in an examination of an appropriate literary selection which utilizes flashbacks in developing the cause and effect relationship. Have them understand that the author used the flashback to focus attention more on how the incident happened than on the result.

Then assist each student in selecting from his own experience or observation an event which has particular meaning or value, such as: winning an award, making the team, gaining an insight. Have the students write a sentence which tells what the observation or experience meant. Now assist the students in listing the particular causes which lead up to the result. Finally, have the students write their paragraphs using flashback to develop an emphasis on how something happened. Have the students follow these general directions:

> Provide an effective opening using the meaning or value sentence.
> Develop through flashback the causes which lead up to and prepare for the meaning sentence.

Lead the students in evaluating the papers for unity, coherence, and tone.

Use cause and effect to develop an idea

On the chalkboard write sentences, such as:

> A stitch in time saves nine.
> A bird in the hand is worth two in the bush.
> It's the early bird who gets the worm.

Have the students suggest experiences or observations which illustrate one of the sentences, such as:

> A stitch in time saves nine.
> I once lost three friends because I did not apologize to one.
> Last year I had trouble in mathematics.
> I did not do my homework at the beginning of the year.

Discuss with the students the way in which these sentences illustrate the cause-and-effect relationship generalized in the original sentence. Then have the students write a narrative illustrating one of the original sentences. Duplicate samples of

these and have the students evaluate them for development of the idea.

ORGANIZE BY CLASSIFICATION
Use classification to develop an idea

Have the students think through a general statement which is appropriate to their interest and ability, such as: Sports develop self-discipline. Have the students select two or three sports which support the statement. Then have them list supporting characteristics for each sport they selected and construct a classification model of their reasoning, such as:

Sports develop self-discipline.

Sport 1	Sport 2	Sport 3
Characteristics	Characteristics	Characteristics

Have the students use this chart to develop a multiparagraph composition.

After the students have read a number of short stories, poems, or other literary types, write an appropriate generalization on the chalkboard, such as:

> The setting in a story often influences the life of the main character.

Have the students discuss the statement and think of titles which are related to the topic. Then have them list the details for their selections. Finally, have the students write a paragraph following these general directions:

> Write an effective opening sentence using the general statement.
> Develop the topic by using the titles suggested and the listed details.

Ask those pupils who are able, to develop the subject in the form of an argument. In such a case, the general direction might be as follows:

> Assume that you wish to convince the reader to support you. In your opening, let him know that your main idea is important. Develop each topic so that the reader will have reason to support your opening. Conclude by urging acceptance of the ideas you have presented.

Have the students evaluate the finished papers eliciting the fact that items were selected and classified to support a generalization.

Provide the students with a topic such as: How to Sell a Brick. Provide a framework for the writing of a paragraph by telling the students they are to assume the point of view of a salesman who must sell his last item before going home. Have each student think of a sales promotion for the item. Have the students list the details of their promotion and write a paragraph in which they show the value of the item for use as a doorstop, bookend, paperweight, painted decoration, or the like.

Duplicate sample paragraphs or use the overhead projector, and

and have the students evaluate the paragraphs for logical classification.

UNDERSTAND AND USE DEFINITION

Develop logical definitions (denotative)

Write on the chalkboard a question, such as: What is a game? Ask the students to suggest types of games which are then listed on the chalkboard, such as: soccer, baseball, chess, hide-and-seek, marbles.

Now lead the students carefully in discovering the general characteristics of all the games which have been listed, such as:

Games involve people.
Games are controlled by rules.
Games have goals.
Games have parts which people play.
Games are competition.

Now have the students write a definition, using the skills of subordinating and compounding, such as:

Games are competition controlled by rules and involving people who play parts to attain certain goals.

Have the students test their definition against one of the listed games by comparing the general characteristics of the definition with the specific characteristics of the game. Have the students write a paragraph following these directions:

Open with the definition.
Develop the general characteristics of the definition by making specific references to the game.

Develop imaginative definitions (connotative)

Have each student choose a term such as barn, county fair, dining, or doctor and list the personal connotations which the word has for him.

Example: Dining

Dining is done leisurely.
Dining is frequently done in a restaurant.

Have the students write imaginative paragraph definitions and then compare these with dictionary definitions. Help the students to discover the difference between literal and imaginative definitions and the relationship of both to style and tone.

ORGANIZE BY COMPARISON AND CONTRAST

Use comparison and contrast to develop an idea

Project on a screen two pictures which lend themselves to comparison and contrast, such as: a picture of a boy in an urban setting and a picture of a boy in a rural setting. Have the students examine the pictures carefully and then suggest the details which comprise the world of each boy. List these on the chalkboard in two columns. Have the students suggest ways of comparing and contrasting the listed details by eliciting main ideas such as:

A Boy Is a Boy Wherever He Is
The Common Dream of Boys
The Different Worlds of Two Boys

Use comparison and contrast to develop an idea

Have the students use one of these ideas as the basis for a paragraph comparing and contrasting the two pictures. Students might be aided in their organization by diagrams such as:

Main Idea	Main Idea
City Life (smells, sights, sounds)	Smells (city and country)
	Sights (city and country)
Country Life (smells, sights, sounds)	Sounds (city and country)

Duplicate samples and assist the students in evaluating them for unity and coherence.

Have the pupils examine reading selections which reveal comparison or contrast. Have them note the ways in which the writer maintains unity and coherence through the use of linking expressions, such as: *on the other hand, also, unlike, similar to, but, however, nevertheless.*

After the students have read an appropriate literary selections, have the students write at the top of their papers two subjects which they thought were similar or different, such as:

True Son and The Butler Family

Under their topics, have the students now write the main reason for the difference or similarity, such as:

True Son did not view the white civilization in the same way the Butler family did.

Now have the students list the supporting details of the differences or similarities and arrange these details in the most effective order. Finally, have the students write a paragraph or paragraphs following these general directions:

Open with the difference or similarity.
Develop with supporting detail.
Close with the reason for the difference or similarity.

Write on the chalkboard a topic related to a subject about which students are reading, such as: Old forms of transportation which are still in use. Then have students suggest means of transportation which fit the topic: boat, automobile, railroad, horse, and wagon. Next, have the class select one of the means listed, such as automobiles, and develop on the chalkboard a chart, such as:

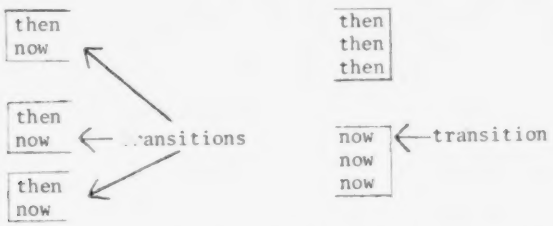
Automobiles

Then	Now
limited form of transportation	major form of transportation
owned by few people	owned by many people
small horsepower	powerful engines
uncomfortable	luxurious
useful	virtually a necessity

Lead the students to discover that the more specific or concrete the details, the more obvious are the differences. Have pupils point out ways in which aspects of the subject may first be compared, then later contrasted. Have the students select another topic and write one paragraph of comparison and another of contrast.

Use comparison and contrast to develop an idea

To help the students to organize their paragraphs, the teacher might wish to place one of the following diagrams on the chalkboard:



Evaluate strong and weak sample paragraphs, noting instances of effective unity and of the skillful use of linking words or expressions.

Provide the students with analogous sets of words, such as:

Group I	Group 2
student	astronaut
classroom	capsule
answers	maneuvers
passes	lands

Have the students write one sentence using the first group of words. Then write another sentence using the second group of words. Or, have the students write a comparison sentence using the two groups of words, such as: The life of the student is much like that of an astronaut. Finally, have the students write a paragraph developing the analogous relationships and writing for tone.

More capable students may be asked to write extended analogies to explain a difficult idea by comparing it with a less difficult, more familiar idea, such as modern systems of communication compared with the human nervous system; ancient mythology with modern science fiction; the life of an ant with the life of a student.

ORGANIZE BY DEDUCTION AND INDUCTION

Organize by induction

Have the students read a short poem from which the title has been deleted. Have them suggest a title for the poem. Write this on the chalkboard. Now lead the students in locating and listing passages in the poem which support the title chosen. As each reference is listed, have the students test its validity against the suggested title. The students may be led to change the title if the references seem contradictory. Now provide the students with the original title, and lead them to understand how the specific references are implicit in the title. (Note: It is possible that the final title suggested by the students is also valid.) Lead the students to understand that the specific details led to the general idea.

Have the students study a large picture of a landscape or some other vivid scene. Have each student think of a particular mood or feeling which the picture suggests, such as: calmness, sorrow, turbulence, reverie. Now have each student list on his paper all of the details which led him to suggest the selected feeling. Have the students arrange these details in an effective order. Next, have the students write the motive word as a title and

develop a paragraph, using their list of details. Duplicate sample paragraphs and lead the students in evaluating them for unity and coherence. Have the students explore the ways in which the writer created a general impression through concrete and specific details.

Have the pupils write paragraphs or longer papers, in which they describe a particular place or object encountered in their own experience, such as: a room, a building, a street, an outdoor setting. Emphasize the importance of building a general impression through specific details.

Write on the chalkboard general topics, such as: The Fair Teacher, The Born Salesman, The Great Champion. Have the students write a character sketch of a person who they think has the qualities of the topic. Assist the students in selecting the specific characteristics which illustrate the personality of the Fair Teacher, for example. Next have the students arrange their details in an effective order and write their paragraphs.

The procedure above may be used in having students write paragraphs about things, such as: *The Perfect Weekend*, *The Good Date*; or in writing about ideas, such as: *Better Late Than Never*, *Rome Was Not Built in a Day*.

Have the students write paragraphs which deal with arbitrary topics, such as: *the controversy over U.F.O.'s*; *a problem in school*; *the need for a change*. Have the students select and list supporting details and write paragraphs in which they attempt to convince the reader of a particular course of action or line of thinking. Duplicate samples and lead the students in evaluating for unity, coherence, and tone. Also lead the students to understand the importance of developing an argument through a line of reasoning from specific to general.

Organize by deduction

On the chalkboard write a general statement, such as:

> Athletes become good sportsmen.

Have the students assume that they have been introduced to an athlete and, based on the above generalization, have them write three or four qualities they might expect the person to have, such as:

> He accepts a ruling even when it is against him.
> He does not cheat but always abides by the rules.
> He learns to give and take.
> He appreciates the efforts of others.

Discuss these qualities with the students in light of their personal experiences and observations. Lead them to understand that if a generalization is true the specific details must develop directly from the general statement.

Have the students list commonly accepted beliefs. Then have them select one general statement and write a paragraph in which they show by specific details how the statement is valid or

invalid. Duplicate sample paragraphs and lead the students in evaluating for unity, coherence, and clear thinking. Have the qualification such as: *a few are, some are, he is, in one specific instance.*

UNDERSTAND TONE

Recognize point of view

Have the students compare different accounts of the same thing, such as an encyclopedia description of a snake and that found in Dickinson's "A Narrow Fellow." Discuss with the students the differences in word choice and selection of detail in these two descriptions.

Have the students write sentences about a subject assuming different points of view toward it.

Example: An Automobile Wreck

He smashed up his Mustang. (a peer)
His convertible was a total loss. (a newspaper reporter)
His car was in a rather serious accident. (a parent)

Write from different points of view

Provide the students with a list of details such as the following:

The black sedan slammed into the blue convertible.
The woman's name was Margaret Smith.
The damage to the sedan was estimated at $300.
No one was injured.
The driver of the sedan was a man.
The driver of the convertible was a woman.
The man's name was Henry Green.
It happened this morning.
The driver of the sedan was given a ticket.
The damage to the convertible was estimated at $200.

Write on the chalkboard a list of various accounts which might be written about the accident.

Example:

Police Blotter Report
Newspaper Account
Editorial
Imaginative Account

Discuss with the students the ways in which these accounts would differ. Elicit the fact that word choice, selection of detail, and pattern of organization will convey the attitude and purpose of the account. Then have the students write each account. Duplicate samples and have the students evaluate them for effectiveness in developing point of view.

Write for tone

Discuss with the students the techniques which help establish tone. Elicit such items as word choice, sentence construction, and the selection and organization of details. Then project a picture which might be used as the setting for a variety of stories. Ask the students to make a list of words and phrases that they would use to describe the picture for an adventure

story and then make a list for a farce. Have the students use these lists to compose the settings for each type of story. Evaluate the finished papers for use of tone techniques.

COMPOSITION
ORGANIZATION AND DEVELOPMENT
10-12

In many instances students entering grade 10 will already have attained a considerable degree of competence in maintaining unity and coherence in longer pieces of writing and also in organizing material by time order, cause and effect, comparison and contrast, and classification. The activities presented here are designed to extend this competence. Those students, however, who are deficient in these areas should be given additional instruction and practice at the appropriate level.

At the secondary level, the student learns to:

Maintain unity and coherence.
- Use processes of organization.

Organize by time order.
- Select significant events in time order.
- Use time ordered events effectively.

Organize by cause and effect.
- Determine causes of a result.
- Use cause and effect in writing.

Organize by classification.
- Classify ideas.
- Use classifications to clarify generalizations.

Use definition.
- Use definition as an expository form.
- Write imaginative definitions.

Organize by comparison and contrast.
- Develop a main idea through comparison and contrast.
- Develop analogies.

Organize by induction and deduction.
- Distinguish between induction and deduction.
- Organize by induction.
- Organize by deduction.

Develop tone.
- Organize by point of view.
- Adapt writing techniques to selected purposes.

MAINTAIN UNITY AND COHERENCE
Use processes of organization

Review unity and coherence by presenting a scrambled sequence, such as:

The Centennial Exposition was an index to the status of American women. Men's work represented United States and many foreign nations and filled over 150 buildings.

In 1876 Pennsylvania laws dicated that only a spinster such as Susan B. Anthony could sign a lease for the summer headquarters of the Association.

The final irony was that William Dean Howells reported in the Atlantic Monthly that the Woman's Building was the dustiest building at the fair.

Frontier women and their sisters from the former Confederacy exhibited little, despite efforts in each state and territory.

Women had one modest building; it showed products for and by females.

President Grant and Emperor Dom Pedro were among celebrities visiting.

Chief exhibits were china decorating, needlework, water color painting, i.e., "Woman's Work."

It was held in Fairmount Park, Philadelphia in 1876.

The suffragists tried to set up a clamor at the dedication of the exposition; press and public virtually ignored them.

Men exhibited such novelties as the Bell telephone, Westinghouse airbrake, and the Hoe rotary printing press.

The Woman's Building was largely the tour de force of a single, prominent, Philadelphia woman, Mrs. E. D. Gillespie.

The exposition showed the state of our culture, manufactures, and agriculture.

They celebrated 100 years of independence at the fair.

Virtually excluded from the building, as too militant and unladylike, were displays proposed by the National Woman's Suffrage Association.

Have the students do the following:

Decide on the main idea being presented
Organize the items into appropriate categories.
Arrange the sentences in each category into the most effective order.
Write a concise paragraph, using substitution and order.

Capable students should maintain the tone implicit in the main idea. Duplicate sample paragraphs, and lead the students to review the concepts of unity, coherence,and sentence form.

Note: The teacher may wish to evaluate each of the steps, one at a time, before having the students move on to the next.

ORGANIZE BY TIME ORDER

Select significant events in a time order

Have the students select a particularly exciting personal experience and list the details of the experience in time order. Project samples on a screen and have the students discuss the most significant events and reject those which are irrelevant or fail to build toward a climax. Then have the students write a narrative account following these directions:

> Establish your reader in time and space.
> Develop the details of your narrative, showing rather than telling your reader what happened.
> Begin a new paragraph with each important shift in time, space, subject, or emphasis.

Duplicate sample compositions and lead the students to evaluate them for selection of details and the use of time words in maintaining coherence.

Note: An approach similar to the above could be used to have the students write a stream-of-consciousness composition.

Use time ordered events effectively

Have the students examine a literary selection which is a narrative of separate episodes. Ask the students to list the events as they happened in the story. Then have the students list the events in time order. Discuss discrepancies in the two lists pointing out that climactic order may differ from time order. Lead the students to recognize the need to establish time order, but also the importance of ordering events according to significance.

Have the students select a topic for a narrative and list events for it, in time order. Then have them experiment with different arrangements of the events for climactic effect. Discuss with the students the essential correctness of the use of specific episodes at particular points in the development of their narratives. Then have the students write their stories using climactic order and utilizing time words for maintaining time order.

ORGANIZE BY CAUSE AND EFFECT

Determine results through causes

Discuss with the students a literary selection recently read. Lead the students to understand that the selection and arrangement of the causes determined the results. Discuss what would happen if any one of the causes had been different. Then have the students write a composition in which they predict the results which would occur from a changed cause.

Example:

> What would have been the result if X had been the leader instead of Z?
> What would have been the result if the character M had not appeared?

Determine causes of a result

Have the students read an entire short selection or part of a longer selection. Ask questions such as:

> What do you feel was the main event?
> What is the attitude of the main character at the end of the assigned reading?

Have the students write their answers in a complete sentences at the bottom of their papers. Discuss the various answers. Then, ask the students to list above their sentences all the possible causes that led to that result. Project samples on a screen and have the students discuss the causes listed in terms of the result stated.

Provide the students with a problem based on the cause-effect organization of a literary work recently read.

Example:

What were the major causes leading to the main character's decision to follow his own conscience?

Have the students fully develop at least three causes.

Have the students select an insight or occurrence derived from personal experience. Ask them to list and arrange the causes which produced this result, and then to write these in narrative form. Duplicate samples of their work and lead the students in evaluating them for unity and coherence.

Discuss with the students a current problem, such as urban disorders, in which there may be two sets of causes operating; the surface, easily recognized cause, and the basic, less easily realized ones. Then have the students write a paper identifying causes of the problem. Study the papers with the students leading them to realize that often a series of underlying causes is behind the immediate causes of an intense effect.

ORGANIZE BY CLASSIFICATION

Classify ideas

After the students have read a selection which contains a number of characters, list the characters on the chalkboard. Ask the students to consider how certain of these may be grouped together. Elicit such similarities as: similar fate, similar goals, similar conflicts, and similar motivations.

Have the students write a sentence which combines two or three characters within one classification, such as:

X, Y, Z all found themselves in irrational societies.
X, Y, Z all experienced similar conflicts.

Have the students suggest supporting details by drawing references from their reading. These details might be listed on the chalkboard under the appropriate characters. Lead the students to recognize that the classifying statement is an abstraction or generalization which should be supported by concrete and specific details. Then have the students write a paragraph using the classifying statement as an opening, and developing the paragraph by using the specific references to the characters. The concluding sentence should provide a summary statement.

Samples of the paragraphs may be duplicated or projected on a screen. Lead the students to understand why transition is necessary, how it may be provided between each of the subordinate parts of the paragraph, and how unity is maintained by having the paragraph deal with only one main idea.

Use classification to clarify generalizations

Based upon a unit a study, write on the chalkboard a topic such as: Tyranny Is Man's Chief Enemy. Have the students write one sentence definitions. Write samples on the chalkboard, such as: Tyranny is rule by force; or tyranny is a dictatorship. Lead the students to understand how these definitions may or may not clarify the original statement. Then apply previous learning in classification by listing specific examples of tyranny based on students' readings and observations. List these examples on the board, having the students suggest the kind of tyranny involved, such as:

Tyranny of:

dictatorship as in Hitler's Germany
fate, as in the novel X
natural causes, as in the Netherlands flood
the self, as in the story Y
value systems, as in the biography by Z
one persons's control of another, as in the novel
political systems, as in the drama Z

Now have the students group the similar examples under a subclass, such as:

Impersonal Kinds of Tyranny:

Hitler's dictatorship
natural causes in a flood in the Netherlands
fate in the novel X
values systems in the biography
political systems in the novel A

Personal Kinds of Tyranny:

the self in the story Y
one persons's direct control over
another in the novel B

Next, discuss these examples in greater detail, leading the students to review the difference between general and specific. Now have the students select an example and write a composition, following these general suggestions:

Write an effective opening. Establish a basis for your discussion. Suggest the main and subclass ideas of the paper. Support your argument by using specific references to at least two examples.

USE DEFINITION

Write on the chalkboard a concept word such as: freedom, democracy, tragedy, or integrity. Discuss this term with the students. Ask them to list specific situations or conditions which help explain the term and then to group these under general classifications.

Use definition as an expository form

Example:

Situations or Conditions	General Classifications	
1.	1.	
2.		
3.		
4.	2.	Definition
5.		
6.		
7.		
8.	3.	

Then ask the students to construct a one sentence definition which includes all of the classifications.

Example:

Freedom is a personal force which allows men to be creative, to accept responsibility, and to control their own destiny.

Then have them develop this into a paragraph which uses the situations or conditions listed to further clarify the term.

Write imaginary definitions

Have the students examine the illustrations from a number of children's fairy tales, folk tales, and myths. Discuss the techniques that would describe these imaginary definition of a forest, a mythical character, or an unknown place. Lead the students to recognize the difference between a logical definition and an imaginary definition.

ORGANIZE BY COMPARISON AND CONTRAST

Develop a main idea through comparison and contrast

Have the students read a selection developed primarily by comparison or contrast. Assist the students to determine the main idea of the selection. Write the main idea on the chalkboard. Then have the students list the essential comparisons and contrasts of the subjects described in the selection. Discuss these with the students, leading them to recognize how the author has used this method to develop his main idea. Discuss also the unifying techniques used, such as the selection and arrangement of the details, and the use of linking expressions and pronoun references.

Provide the students with appropriate topics, such as:

A classroom seat and a chair in front of the TV set at home
An old customized car and a new mass-produced car
A first trip to a memorable place and a return trip later

Have the students select a topic and determine whether they wish to show similarity or difference. They then list the essential details of the two subjects and arrange these details in the most effective order. Finally, they write their compositions developing a main idea and following these general directions:

Opening:	clear, interesting, inclusive
Unity:	all sentences dealing with the main idea
Coherence:	a clearly recognizable pattern or organization of the details with appropriate transitions

Encourage the students to attempt more complex and figurative comparisons by using analogies and implications in their comparisons.

After the students have read appropriate and related literary selections, have them write compositions comparing or contrasting two selections. Some students will want to establish their own basis for comparing or contrasting; other students may use suggested topics, such as:

> How do the two authors differ in their view of man?
> How are the two selections similar in their approach to man versus environment?

Have the students list the similarities and differences and arrange them in the most effective order before writing. Duplicate sample compositions and lead the students to evaluate for unifying techniques.

Comparing and contrasting two reading selections on the basis of major similarities or differences provides the students with activities for longer papers. Review earlier instruction on the longer paper by discussing these general points:

> The opening should indicate the main idea of the paper and should be interesting and concise.
> The development should provide necessary detail to support the main idea.
> Paragraphing should provide necessary detail to support the main idea.
> The closing should be consistent with the development.

Develop analogies

Examine with the students both short and extended analogies in their reading activities. Lead them to understand that analogies, unlike simple comparison, require a strict relationship of function and quality. Also have them understand how analogies may be used to explain a complex idea by comparing something complex with something more familiar and less complex. Simple analogies may be developed through writing paragraphs using sets of words, such as:

> car .... boat
> road ... canal
> driver.. captain
> signs .. buoys

More difficult and demanding compositions developed by analogy may be required through writing assignments involving subjects, such as:

> school life ... life in business or social relationships
> academic learning ... learning a particular game

ORGANIZE BY INDUCTION AND DEDUCTION

Distinguish between induction and deduction

Write on the chalkboard a sweeping generalization, such as:

> Men are fools.
> Teenagers are irresponsible.

Ask a question such as: What kinds of evidence are necessary in order to validate the statement? List suggestions on the chalkboard. Then ask the students if the evidence is conclusive proof, and if it takes into account all possibilities. Lead them to understand that induction is reasoning from specific instances to a general conclusion. Also have them understand the dangers of hasty generalization and buried assumptions, and have them qualify general statements by using words such as occasionally or some.

Now lead the students to understand deduction by having them suggest the possible results of accepting the original statement as true, such as: John, because he is a teenager, must be irresponsible, or John will avoid work whenever possible. Help them to understand that deduction is a process of reasoning from a generalization to a specific conclusion. Also point out that if a generalization is true, then the conclusions which follow are usually true.

Organize by induction

Ask the students to read a short narrative poem or another short reading selection. Then have them select the most important details in the poem and discuss the significance of these details. Finally, have the students use the details to develop a summary of the poet's attitude toward his subject.

Have the students respond to questions such as: Should the school year be increased to 12 months? Is there a revolution taking place in our social values? Assist the students in selecting and arranging the reasons which support their positions. Assign the students to write compositions, following these general directions:

> Write an effective opening, using the question, noting its importance and background, and suggesting the basic position you intend to take. Develop the topic with clear, supporting reasons. Close with a qualified, general statement of your position.

Have the students think of an object, place, or building which is particularly impressive, such as: a vacant lot, a locker room after the game, or a view from the window. Have them reflect upon their subjects and decide upon the general impression they wish to develop, such as unattractiveness, orderliness, an excited or sad mood, solemnity. Direct them to select and arrange the details of their subjects, and write a composition following these general directions:

> Write an effective opening, establishing your reader in time and space.
> Develop the details of your composition to show your reader the general impression of the subject.

Duplicate sample compositions and lead the students to evaluate the inductive development.

Organize by deduction

Assign the reading of a short selection developed primarily by the deductive pattern. Assist the students to recognize the principle on which the writer bases his specific conclusions. Have the pupils test the truth of the writer's conclusions and the truth of the original generalization or assumption by applying them to personal experiences and situations in reading.

After the students have read a particular selection, write a controlling generalization on the chalkboard, such as:

> For characterization to be effective, the character's actions or decisions should be consistent with what the author has revealed about the character.

Lead the students to discuss the generalization as a standard of criticism which is based on expert knowledge and experience. Then have the students write a paragraph in which they discuss the literary selection by answering questions, such as: Is the characterization effective? or, Is the character's action or decision at the end of the story consistent with what the author has revealed about him?

Assist less able students by providing these general directions:

> Open with the general statement and your position.
> Develop with specific references to the selection.
> Close with a qualified and specific statement of your position.

DEVELOP TONE

Organize by point of view

Have the students examine a reading selection in which point of view is important to the development of the story. Assign the students a composition in which they tell the story through the eyes of a child, an ancient figure, or the main character.

Provide the students with appropriate topics, such as: How would a young person react if he spent a day in the woods and discovered Henry David Thoreau building a cabin? or, Trace the events of a typical school day as seen through the eyes of a visiting foreign student. Have the students write compositions in which they assume a certain point of view. Evaluate the composition for word choice, and selection and arrangement of details in light of the point of view.

Adapt writing techniques to selected purposes

Write on the chalkboard a sentence which might be used as the turning point in a story, such as:

> He was trapped.

Discuss with the students the techniques they would use in building toward this sentence in a spy story; a romance; a comedy. Elicit such items as point of view, sentence structure, word choice, selection and ordering of details, and type of organization. Then have each student build a story around the proposed sentence. Evaluate the finished papers for use of technique in establishing tone.

APPENDIX A

EVALUATING STUDENT PAPERS

It is most important in the development of composition skills that the teacher evaluate each exercise and paper completed by his students. His approach to this evaluation will vary with the purpose of the assignment. If the assignment was made to develop or give further practice in a particular skill, this skill should be given major focus in reviewing the paper. If the purpose of the assignment was to provide an opportunity for the students to interrelate and utilize the composition skills taught, the teacher will wish to evaluate the paper from a number of different aspects. At all times the teacher should be aware of the progress being made by individual students and encourage and guide them to higher levels of competence.

APPENDIX B

ADVISORY COMMITTEES, SYLLABUS REVISION

Appreciation is expressed to the following two committees which were the first advisory committees to make general over-all recommendations for the revision of the English Syllabus. Meeting dates of both committees are indicated.

Ad Hoc Committee - December 6 and 7, 1962

Edward L. Bernays, Public relations expert and author
Theodore Dahl, Manager, Management Communications, International Business Machines Corporation
John Charles Daly, Columbia Broadcasting Company
William Gibson, Playwright, author of the "Miracle Worker"
Rosamond Bilder, Past Editor of "Theatre Arts" Magazine
George H. Henry, Professor of Education, University of Delaware
Robert F. Hogan, Executive Secretary, The National Council of Teachers of English
Joseph Mersand, Chairman, English Department, Jamaica High School, New York City Public Schools
Mabel S. Noall, Director, Secondary Reading Clinic, Boston University
Joseph Papp, Director, New York Shakespeare Festival
Walter Pauk, School of Education, Cornell University
Louise M. Rosenblatt, Professor of English Education, New York University School of Education
Alan Schneider, Director of Broadway Plays

Professional Advisory Committee - March 18 and 19, 1963

Robert H. Anderson, Director of Elementary School Internship, Harvard University
Carroll Arnold, Head of Speech Department, Cornell University
Dallas Beal, Director of Education, State University College at Fredonia
Hamilton H. Bookhout, Supervising Principal, Bethlehem Central High School, Delmar
Charles H. Connolly, Superintendent of Schools, Lindenhurst, N. Y.
Rev. John V. Curry, S. J., Chairman, English Department, LeMoyne College
Paul Diederich, Senior Research Associate, Educational Testing Services, Princeton, N. J.
Margaret Dwyer, Supervisor of English, Libraries, and Foreign Languages, Board of Education, Syracuse
Frank Griffith, Assistant Superintendent of Schools, New York City Board of Education
Sumner Ives, Professor of English, College of Arts and Sciences, Syracuse University
Helen M. Lloyd, Assistant Superintendent (Supervisor of Language Arts Program) Division of Elementary Schools, New York City Board of Education
Helen Mackintosh, Chief, Elementary School Section, U. S. Office of Education
Max Rubinstein, Assistant Superintendent of Schools, New York City Board of Education
Louise Rosenblatt, Professor of English Education, New York University
Helen Wardeberg, Associate Professor of Elementary Education, Cornell University